

The Jesuit University of Southern New England

FAIRFIELD

**COLLEGE OF
ARTS & SCIENCES**

**SCHOOL OF
BUSINESS**

**SCHOOL OF
NURSING**

1982-1983

Information Directory

Undergraduate Admissions

Dean of Admissions
Bellarmine Hall

Undergraduate Financial Aid

Director of Financial Aid
Loyola Hall

Student Services

Vice President for Student Services
Loyola Hall

Fees

Accounting, Bellarmine Hall

Transcripts

University Registrar, Canisius Hall

Alumni Programs

Director of Alumni Relations
Bellarmine Hall

Academic Vice President

Canisius Hall

College of Arts and Sciences

Dean, Canisius Hall

School of Business

Dean, Faculty Office Building

School of Nursing

Dean, School of Nursing

***School of Graduate
and Continuing Education***

Dean, Canisius Hall

***Graduate School of Corporate
and Political Communication***

Dean, Faculty Office Building

Summer Sessions

Director, Canisius Hall

President

Bellarmine Hall

Provost

Bellarmine Hall

Mailing Address

Fairfield University
Fairfield, Connecticut 06430

Telephone

(203) 255-5411



CATALOG ISSUE 1982-1983

The Jesuit University of Southern New England

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the College of Arts and Sciences is accredited by the State Board of Education of Connecticut, which has approved the education program for teacher certification at secondary levels. The chemistry program of the College of Arts and Sciences is approved by the American Chemical Society.

The School of Nursing has been accredited by the National League of Nursing and approved by the Connecticut Commission for Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the American Assembly of Collegiate Schools of Business, American Association of Colleges of Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, New England Business and Economic Association.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services.

Contents

Accreditation	2
Objectives of Fairfield University	4
An Overview of Fairfield University	6
Educational Policies and General Regulations	20
Philosophy of Education / Faculty and Faculty Advising / Academic Year / Academic Grades / Academic Advancement / Probation / Failure / Recommendations / Dean's List / Degree Requirements / Absences / Withdrawal / Transcripts / Student Records	
The Curricula	26
Core Curriculum in College of Arts and Sciences / Choice of Curriculum / Minors / School of Business / School of Nursing	
College of Arts and Sciences	30
Degrees Offered / Specialized Programs / Departmental Requirements and Options / Courses of Instruction	
School of Business	114
Curricula / General Education Core Curriculum / Business Core Curriculum / Curricula by Majors / Courses of Instruction	
School of Nursing	128
Nursing Curriculum / Requirements: Admission, Academic, Personal / R.N. Program: Admission, Curriculum, CLEP, Costs / Courses of Instruction	
Student Life and Services	136
Student Association / Student Conduct / Counseling / Health / Activities / Religious Life / Athletics / Campus / Residence Halls / Parking	
Admissions, Expenses, and Financial Aid	144
Freshman Admissions / Advanced Placement and Early Admission / Transfer Admissions / Expenses / Refund Policy / Financial Aid Application / Financial Aid Programs	
Directory	154
Board of Trustees / Administration / Faculty	
Index	164
Academic Calendar 1982-1983	167
Campus Map	Inside Back Cover

The Objectives of Fairfield University

Fairfield University is a coeducational academic institution established by the Jesuit Fathers. Its primary objective is the development of the creative intellectual potential of its students in a context of religious commitment.

This it does by providing:

A respect for truth as the driving force of its community.

Freedom of inquiry as the best means for attaining truth.

A faculty of scholars and teachers as directors of the process.

A curriculum of liberal arts and sciences.

A humanistic and socially conscious environment as the setting for the learning community.

An institutional Catholic commitment as a way of life.

It welcomes all persons who share its vision, respect its process, and wish to participate in its community.



An Overview of Fairfield University

An Overview of Fairfield University

Fairfield is a proud tradition of learning.

When Fairfield opened its doors in 1942, it became the 26th institution of higher learning operated by the Jesuit Order in the United States — and, as such, the inheritor of a tradition of learning and scholarship that dates back to 1540 when St. Ignatius Loyola founded the Society of Jesus (the Jesuits) on the principle of active service in the world.

From that time, many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for academic quality. A Jesuit education has come to mean a high standard of academic discipline within Judeo-Christian values.

Our students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. This diversity acts as a stimulus to your education and gives you an opportunity to make friendships that will broaden your horizons and enrich your life.

A still greater influence on your life will be your professors, who exhibit an even wider diversity than do the students. Although Fairfield is a Jesuit university, the majority of 165 full-time faculty are lay persons who represent many faiths and creeds. Both lay and Jesuit, the faculty hold degrees from over 130 American and European colleges and universities, and 78% of them hold the highest degree available in their discipline. Many have had practical experience in various careers and professions before becoming teachers. Almost without exception you will find them eager to sit with you and talk about your academic progress or your personal problems. An important plus: *Fairfield has no graduate students who teach in any of its colleges or schools.*

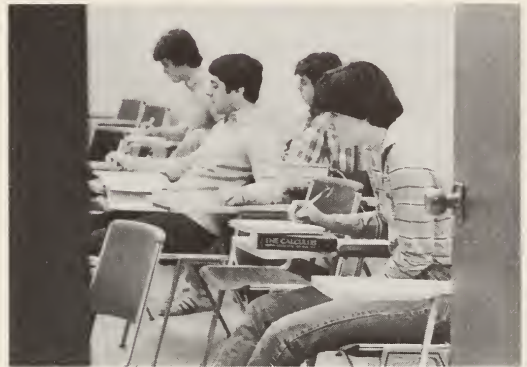


Although our students and faculty have varied backgrounds, they have come to Fairfield because they share common goals: the striving for excellence in every area of life; the commitment to intellectual honesty, discipline, and inquiry; the ideals of liberal arts education; the expression of Christian values through concern for and service to others. They are, in other words, the living embodiment of the University's 400-year tradition of learning.

Fairfield is a quality academic program. The goal of a Fairfield education is to develop the *whole* person, and we believe that a liberal arts education can achieve this goal because it exposes you to the *whole* of learning.

The University has created a "core curriculum" in the liberal arts for all students in all undergraduate schools. It includes from two to five courses in each of these areas:

- *Mathematics and Natural Sciences*, to acquaint you with both mathematical logic and the workings of the physical world;
- *History and Social Sciences*, to give you a knowledge of the past, a contemporary social awareness, and a sense of civic responsibility;
- *Philosophy and Religious Studies*, to help you to a clear knowledge of ultimate religious, philosophical, and moral values;
- *English and Fine Arts*, to develop the habits of logical thinking and accurate expression, and to give you an understanding of human nature through literature, drama, music, and art;
- *Modern and Classical Languages*, to provide an insight into other cultures and other modes of expression and thought.





Within the framework of these five areas, you have a number of options. The requirement in Philosophy and Religious Studies, for example, includes two courses in religion. But you can choose to examine your own spiritual heritage or the beliefs of others; your courses can be as general as "Comparison of Religions" or as specific as "Catholic Theologians." You will find enough options like this so that fulfilling the requirements becomes a stimulating and enjoyable experience while providing the breadth of knowledge necessary for your further studies, and for life as a well-educated human being.

As a partner in planning your academic program, you will have a faculty advisor. In your freshman year your advisor will be assigned from the faculty at large; in later years, he or she will be a professor in your major field. If you want to enter professional or graduate school, your advisor will be someone who is knowledgeable in the admissions requirements of those institutions and who can help you plan a course of study that will further your professional goals.



Although Fairfield has 2,800 undergraduate students, it is organized as a grouping of small divisions under a larger "intellectual umbrella." This enables us to combine the intimacy and the personal attention that are the strengths of a small college with the advantages of a university. Your classes will be relatively small, especially in your junior and senior years, and they will be taught by professors who can — and do — give time to your individual instruction. But you will also find that the full resources of the University are at your command whenever you need them.

The University has five schools: the College of Arts and Sciences; the School of Business; the School of Nursing; the School of Graduate and Continuing Education; the Graduate School of Corporate and Political Communication. In addition to courses offered during the year, these schools also offer courses during the summer.

The College of Arts and Sciences, the oldest and largest of Fairfield's six schools, offers two degrees, Bachelor of Arts and Bachelor of Science.

If you wish to earn a Bachelor of Arts degree in the College of Arts and Sciences, you may major in American studies, economics, English, fine arts (art, music, theatre), history, modern languages (French, German, Spanish), philosophy, politics, psychology, religious studies, or sociology.

On the other hand, if you wish a Bachelor of Science degree, you may major in biology, chemistry, mathematics, physics, or psychology.

Students are encouraged to select a major at the end of their freshman year if they have not already done so.

If you are unsure of your career direction, and many students are, you're welcome to discuss the possibilities with your faculty advisor, with other professors, or with a career counselor in our counseling Center. Selecting a major is not an irrevocable decision. The academic program at Fairfield is flexible enough to allow you to change to another field if you find your first choice wasn't the right one.

Within each major field of study, the College of Arts and Sciences offers an exceptionally wide range of courses, from introductory studies to highly specialized courses for upperclassmen. And within every major field there is an opportunity for independent study and research that can carry you far beyond the normal limits of traditional courses. Double-majors and minors may be arranged for students interested in combining the skills and talents of two disciplines.



The School of Business is the most recent of Fairfield's undergraduate colleges. As the reputation for the former Department of Business Administration grew, the number of students (900) and the diversity of course offerings became so extensive that in 1978 the University founded a separate undergraduate School of Business. A Master of Science program in Financial Management began in 1981.

An added impetus to the founding of the School of Business is the status of Fairfield County as the fastest-growing corporate headquarters area in the United States — a sure stimulus to ambitious young people with business goals. Yet another impetus is the University's selection as the site of the Center for Financial Studies. Although this Center has been designed primarily for the continuing education of members of the National Association of Mutual Savings Banks, the University has use of the Center's \$4.3 million facility for a substantial portion of the year and provides an excellent opportunity to expand course offerings.

As a student in the School of Business, you will be working toward the degree of Bachelor of Science in Business. You will take the same core curriculum required of all other undergraduate students. In addition, you will take a "business core curriculum" of ten subjects which provide an introduction to the fields of accounting, data processing, statistics, business law, business communications, finance, management, and marketing.

The balance of your program will depend upon your major, which may be selected from one of four areas: accounting, finance, management, or marketing. Working with your faculty advisor, you will plan a curriculum that best suits your career goals.

A feature of the School of Business is the optional senior-year internship. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. The presence of a large number of corporate offices in the area gives you some highly unusual and rewarding opportunities for internships.



The School of Nursing, founded in 1970, is fully accredited by the National League for Nursing, the Connecticut State Board of Nurse Examiners, and the Commission for Higher Education in the State of Connecticut. The four-year program leads to a Bachelor of Science degree with a major in nursing.

The goal of the school is to prepare you for the first level of competent and compassionate professional nursing. Fairfield does not seek to produce clinical specialists, but rather to prepare the student for general nursing, and throughout the program you will be exposed to nursing practice in a variety of clinical and health care delivery settings and systems.

On-campus nursing classes are held in a superb new building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where you will become familiar with the most common techniques and equipment, and an education media room that has the most modern multi-media facilities for learning.

Admission to the School of Nursing is selective. You must be capable of completing an academic program in the liberal arts and sciences as well as the rigorous nursing program. Upon graduation, you are eligible to take State examinations for licensure and to continue your education at the graduate level.

Like all other undergraduate students of Fairfield, you must complete the core curriculum. In addition, you will take required courses in chemistry, biology, psychology, and sociology, but in all probability your key interest will be in your nursing courses.

Classroom instruction in nursing theory and clinical skills begins in your freshman year and continues throughout the undergraduate program. With each passing year your clinical work will increase until, by the time you are a senior, a significant portion of your time is spent in the nursing major, which includes clinical practice as well as the theory component. To insure that you get the breadth and depth of clinical experience you need, the school has associations with many facilities including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

The School of Graduate and Continuing Education is committed to a curriculum that enhances personal growth and professional development, and to a flexibility which permits adults with job, civic and family responsibilities to continue their education part time. It carries on Fairfield's tradition of providing Masters and C.A.S. programs for the certification and advancement of teachers, administrators, counselors, and other professionals in the field of education. In addition, a broad selection of graduate and undergraduate courses are offered evenings for individuals seeking to begin or complete degree requirements. Its Bachelor degree programs are extensions of the curricula of the College of Arts and Sciences, and the Schools of Business and Nursing, geared to the needs of the adult learner. In carrying out the University's commitment to lifelong learning, it provides short-term skill oriented career entry programs, and professional improvement courses and workshops in a variety of career fields.

The Graduate School of Corporate and Political Communication was founded in 1966 to serve the dramatically growing need for improved communication in all human endeavors. This Master of Arts program enables student to generalize, or to specialize in: Corporate, Political, Media, or International/Intercultural Communication.

Summer Sessions: During the summer the University offers a wide range of graduate, undergraduate and professional development courses. Day and evening courses of five sessions of different length and intensity are provided to help students adjust to the various scheduling problems of the summer. The University's aim is to serve the needs of its own students, those from other schools who find themselves here for the summer, and residents in the community seeking professional or personal growth.

Fairfield is the opportunity for practical experience. Fairfield recognizes that today's student wants and needs practical experience, both through the use of equipment and through opportunities to participate in on- or off-campus programs.

The University has been a pioneer in student use of the computer. Whatever your major, you will have access to our DEC 2060, and a short introductory course in computer programming will show you how to make best use of this valuable tool.

In almost every science department, the University has used grants from the National Science Foundation, the Nuclear Regulatory Commission, and NASA to make sizable investments in sophisticated equipment. This equipment is not reserved just for professors or graduate students. Every student — at every level — has access.

One important "tool" you will use extensively is the Nyselius Library. Open access to the more than 170,000-volume stacks, microforms, some 1,400 journals and newspapers helps to keep faculty and students informed on new developments in all fields. There are hundreds of individual carrels to give you semi-private study space.

But to give you practical experience, the University goes far beyond merely making equipment available. Many academic programs require that you get "on-the-job" experience. Internships and work experiences for credit are options you can exercise in many departments. Your studies can range even further afield through the Washington Semester at American University (for economics and politics majors), the Washington Center for Learning Alternatives (for majors in many fields), and study abroad.

Of course, you do not have to leave campus to get experience in your field. In any major, you may pursue independent study. Working with your faculty advisor, you will select a subject in a particular area, and then move ahead at your own pace with this original research.

We think you will find that your practical experience will give you a decided advantage when you apply for admission to graduate or professional school or when you interview for a job.





Fairfield is a pleasant learning environment.

The University is located in America's "academic corridor," that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities. This location provides you with access to the cultural, recreational, social, and intellectual programs of hundreds of other institutions of higher learning. The town of Fairfield itself (population approximately 55,000) is about an hour from New York City and three hours from Boston, and it is primarily a residential community whose citizens enjoy an excellent relationship with the University.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens, pleasant walks, and broad views of the blue waters of Long Island Sound.

If you're a resident student, you'll live in one of eight modern residence halls, in comfortably furnished rooms designed for two. Dorms are coed (with men and women living on alternate floors). Rooms "off campus" in private homes also are available. Some upperclassmen pool their resources to share a beach house, and the University provides a shuttle bus between the town area and the campus. Upperclassmen also have the option of living in the University's new townhouses, which are four-person apartments on the edge of campus.

The modern Campus Center is the social focal point for all segments of the University community. Here you will find a snack bar, post office, soundproof music rooms, conference rooms, student lounges, bookstore, pub, and the major dining areas. The facilities are also available for art exhibits, cultural events, and distinguished speakers.

Fairfield's spacious campus allows plenty of room for outdoor playing fields, all-weather tennis courts, and informal recreation areas. When the practice requirements of varsity sports teams threatened to monopolize the Gymnasium, the University built a Recreational Complex to provide even more indoor athletic facilities — swimming pool, jogging track, indoor tennis courts, handball courts, and more — for students who want to participate in sports for their own enjoyment.

Fairfield is a varied student life. Everything about your college years can be part of your total learning experience — learning to get along with new people, learning to develop new interests, learning to be a good leader (or equally as important, to be a good team member), learning to make your own decisions and then accepting the responsibility for them, and learning to live your own life.

If you are a resident student, you will do a lot of this kind of learning in your dormitory. Fairfield's residence halls are largely self-directed, with the members of each unit deciding many of their own rules and activities. You can also participate fully in the life of the University as a commuter. A significant percentage of Fairfield's undergraduate students commute; we make the same effort to respond to their needs as we do for the resident students.

Commuter or resident, you will be a member of the Fairfield University Student Association. FUSA represents the student viewpoint to the other segments of the University community, sponsors student-operated events, rules on student infractions of University policies, and allocates some \$94,500 a year in student activity funds. Becoming actively involved in FUSA will give you a chance to test your leadership ability and to take part in decisions that affect the University as a whole.

Student government is only one facet of the rich and varied campus life at Fairfield. Among others are:

Student Activities: You can join clubs that reflect your academic interests, or clubs that let you enjoy non-academic interests, or clubs that let you enjoy non-academic pursuits from chess to forensics to skiing. If you are talented in music or drama (or if you would like to find out whether you have talent), there are performance groups; for budding journalists and broadcasters, there are a magazine, newspaper, yearbook, a Media Center and campus radio station. Many of our students feel that they can best express themselves in service to others; there are a number of community service organizations on campus.

With scores of student organizations, chances are good that you can find several that reflect your own interests. If not, and if there are enough other students with the same interest, you'll probably get approval to start your own organization.



Athletics: Regardless of your athletic ability or level of interest in athletics, Fairfield has a sports program for you. As an NCAA Division I school, we provide three types of organized athletics: varsity sports, club sports, and intramurals.

Varsity sports for men are baseball, basketball, cross country, golf, ice hockey, soccer, and tennis. As a member of the AIAW, Fairfield's women's varsity sports are basketball, tennis, field hockey and softball. The men's and women's basketball teams are charter members of the Metro Atlantic Athletic Conference.

The club sports program includes fencing, football, lacrosse, rugby, skiing, swimming, and volleyball. Intramural team competition is offered in tennis, touch football, volleyball, basketball, street hockey, and softball.

The Athletic Department also organizes intramural recreation programs based on student interest. There is an exercise group of women, a tumbling program, a jogging program, tennis lessons, and bike hikes in the spring.

Cultural Life: Together, the University, academic departments, FUSA, and student organizations bring to campus a diversity of performers, entertainers, and lecturers throughout the year. But with Fairfield's location, culture is not limited to the campus. On any weekend, and even during the week, you may find students going to Yale University cultural programs in New Haven, heading for Boston or New York, or attending activities at any of the 35 colleges and universities that are within an hour's drive of the Fairfield campus.



Religious Life: Your participation in religious life is completely up to you. Perhaps because participation is optional, Fairfield has a very active Campus Ministry. A full-time staff of two Jesuit priests and a woman chaplain, assisted by a score or more of active students, fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.

The Campus Ministry can also refer you to a clergyman of your own faith. Within 15 minutes of campus there are houses of worship of many different faiths and denominations.

Student Services: Fairfield provides a number of other advisory services through its Counseling Center, where a staff of professional counselors and psychologists offers both confidential personal discussions and psychological tests which can help you assess your strengths and weaknesses. The Center offers courses in reading improvement and study skills for students who need help in adjusting to college-level work, and it maintains a directory of off-campus jobs for students who need additional income.

A tutorial program is offered through the Counselor for Minority Students to students who are having difficulty in their academic courses. Students are tutored by fellow students who are academically exceptional in a particular major. As part of this same program students are encouraged to meet with their professors whenever they are having academic difficulty.

The University infirmary has registered nurses on duty around the clock, seven days a week. One of three physicians staffs the infirmary every weekday morning and is on call at all other times. Specialists in all fields of medicine are readily available. Should you become seriously ill, you will be admitted to St. Vincent's Hospital in Bridgeport, just minutes from campus.





Fairfield is a chance to achieve. Even before your first college class, you will probably begin to think about what you will do after you leave. If you have a definite career in mind, you want an academic program that will best prepare you. If you are undecided, you want guidance in exploring career fields and in matching your talents and interests to jobs within those fields. Either way, Fairfield offers expert help.

The Counseling Center gives interest and aptitude tests to help you evaluate your potential. A Career Information Library offers both general information on the nature of various careers and specific data on the current job market. When you are ready to start looking for a position, there may be workshops in resume writing and the techniques of being interviewed. Finally, the Center keeps abreast of needs in all fields of employment, and either arranges interviews for seniors or notifies qualified students of job openings.

The University also has an enviable record in placing its graduates in professional schools. Fairfield's record in placing applicants to medical, dental, law, and graduate schools is impressive. Over 80% of Fairfield's applicants to law school gain admission to law school. Fairfield cannot guarantee you a career — no college can. But Fairfield can guarantee you the quality of academic preparation that will make you a desirable candidate for employment, or for professional or graduate school.

Fairfield is a quality education at a reasonable cost. The Fairfield Board of Trustees, the administration and the Faculty constantly strive to hold the cost of a college education at a reasonable level without cutting corners on quality. As a result, the cost of a Fairfield education is competitive with that of any private institution in the New England area. For the 1982-83 academic year, fees will be \$5,145 for tuition and \$2,815 for room and board.

Because the University recognizes that these costs — plus other necessary expenses for books, supplies, travel, and personal needs — can create a sizable burden for many families, Fairfield administers a comprehensive financial aid program. Most financial aid is provided in a “package” — a combination of scholarships, grants, loans, and on-campus employment. About 70% of Fairfield undergraduates receive some form of financial assistance.

Although a campus visit is not mandatory, the University suggests that the best way to get an understanding of Fairfield — its academic programs, its exceptional faculty, its well-equipped and attractive campus, its admissions and financial aid programs — is to visit the campus. For an appointment, write or call the Admissions Office, Fairfield University, Fairfield, Connecticut 06430, phone (203) 255-5411.





Educational Policies and General Regulations

Educational Policies and General Regulations

Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal arts education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and natural sciences, history and social sciences, philosophy and religious studies, English and fine arts, modern languages and classics. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

The Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each teacher takes in students; the teacher tries to know each individual student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for freshmen and transfers, each student is assigned to a faculty advisor. (In subsequent years, depending upon the student's major and career interests, the first advisor may be replaced by a professor in the student's field of academic interest.) The faculty advisor will be available to meet regularly with the student, to explain test results, to offer appropriate counsel, to watch the student's progress, and, in general, to help him or her adjust to college life.

If a student plans to enter a professional or graduate school after graduation from Fairfield, an advisor who is knowledgeable about that specific profession and its schools is assigned to the student. In addition, a *Graduate Scholarship Committee*, made up of faculty members, stands ready to assist students in the application for and attainment of scholarships and fellowships to professional and graduate schools.

The Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the Spring. It is divided into two semesters, each extending over a period of about 15 weeks. The semester hour is the unit of instructional credit.

The class day begins at 8:20 in the morning and is divided into class periods of 50 minutes and laboratory periods of 100 minutes.

Academic Grades

- A. Excellent: indicates not only high achievement but unusual initiative and creative work.
- B. Good: intelligent grasp and application of subject matter.
- C. Fair: acceptable level of competence.
- D. Poor: limited competence, but passing.
- F. Failure: course must be repeated if student is permitted to remain in attendance.

A "plus" (+) may be added to grades of B, C, or D to indicate work performed at the top of that range.

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

- a) The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.
- b) A memorandum must be submitted in writing to the departmental chair and the appropriate Dean at the beginning of each semester.

In addition to the foregoing academic grades which indicate the quality of student performance, several other notations may appear on a student's grade report.

A notation of "I" (Incomplete) is issued when an emergency situation, such as illness, prevents a student from completing specific course requirements on time. It is awarded at the instructor's discretion. Any extension granted for the fulfillment of course requirements should last no longer than one month into the semester following the marking period when the grade of "I" was conferred.

A notation of "W" (Withdrawal) indicates that a student has withdrawn from a course. Withdrawal will be permitted only with the approval of a Dean when an emergency, such as illness, prevents a student from completing course requirements. Withdrawal will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

A notation of "X" is a temporary grade which indicates a student's absence from a final examination. If not excused by a Dean, such an absence will earn a failing grade of F.

Academic Advancement

For academic advancement from year to year in good standing, it is not enough that the student merely pass all courses; in addition, he or she must maintain a quality standard that is computed from *quality points*, (Q.P.). In each subject a grade of A earns 4 quality points; B+, 3.5 quality points; B, 3 quality points; C+, 2.5 quality points; C, 2 quality points; D+, 1.5 quality points; D, 1 quality point; and a failure, 0 quality points. To determine a weighted quality point average, the number of semester-hour credits is multiplied by the quality points earned and the total divided by the number of credits attempted.

For advancement in good standing from freshman to sophomore year, a student must have a weighted quality point average of 1.8; to advance to junior year a Q.P average of 1.9; to senior year a Q.P of 2.0.

Students who do not meet the foregoing standards will be ineligible to continue study until they have raised their averages to the required level by approved summer study.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

Academic Probation

A student whose Q.P. average for a single semester falls below 1.8 is considered to be on probation.

Students on probation should recognize that their previous semester's work has not been satisfactory and that a continuation of such performance will result in academic failure.

Academic Failure

Students who incur an academic failure in any of the following classifications will be asked to withdraw from the University:

1. A student who at the end of a semester is deficient in three or more courses.
2. A student who at the end of an academic year is deficient in three or more courses.
3. A student who fails to meet the Quality Point Average required for advancement as noted above.
4. A student on probation for two consecutive semesters.

Readmission

A dismissed student may apply to be readmitted when, after a period of study elsewhere, deficiencies are cleared and the Quality Point Average requirements are met. Such readmission will be at the discretion of the appropriate Dean. (Students are advised to seek the Dean's approval of courses undertaken elsewhere.)

Readmitted students may be permitted to repeat a previous semester's or year's work without interruption of attendance. Such permission is ordinarily granted when a student makes a complete change of major field. In that event the student's grade average reverts to that which had been achieved immediately prior to the semester or year to be repeated. The decision to allow repetition is solely that of the appropriate Dean.

In that case, wherein a student takes summer courses to bring the cumulative average to the point necessary for advancement, credits earned in those courses are in addition to the student's ordinary requirements. They will not serve to advance the student beyond the beginning of the year for which the given average is required.

Recommendations

Recommendations for graduate or professional schools may be sought from individual professors or a department chairman except that a Committee on Pre-Medical and Pre-Dental Recommendations determines whether the student is likely to succeed in medical or dental school.

Dean's List

To qualify for the Dean's List, a student must have attained a semester Q.P. average of 3.50 and no grade less than B.

Degree Requirements

At the time of graduation, a student will normally have attained at least 120 credits, and at least 40 courses, but no simple accumulation of credits is prescribed to qualify for a degree at Fairfield. Rather the student is expected to have completed with success all of the assigned courses which constitute the curriculum of his or her choice.

A Q.P. average of 2.0 overall and in one's major is required for graduation.

Honors at graduation are awarded for the following weighted Q.P. averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

Academic Honesty

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism; cheating; collusion; inappropriate use of notes; falsification of an assigned project; giving or receiving or offering or soliciting information in examinations; or the use of previously prepared material in examinations, tests, or quizzes. In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to those listed above, will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a college other than that of the faculty member, a copy will be sent to the Dean of the student's college.) Upon receipt of such a report, the Dean will investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice President, an Academic Dishonesty Advisory Committee will be convened.

Absences

Freshmen are expected to attend every scheduled class. Excessive cuts from class are those that during a semester exceed twice the number of credits given for the course. For sophomores and upperclassmen, attendance is left to their own discretion except when professors specify differently. Faculty may recommend to the Dean that credit be withheld from a student who has incurred an excessive number of cuts in the course.

Unless there are serious reasons for absence on the day of an examination or a quiz, a grade of zero will be given for the missed work. A student may be excused from an examination for reasons beyond his or her control. In such cases, documentation must be provided. A student who misses an examination due to illness may wish to present an excuse from the University's infirmary or a private physician. In either case the excuse is submitted to the faculty. If rejected, the student may appeal to his/her Academic Dean. Make-up tests, examinations, and academic obligations unfulfilled because of involuntary absence must be accomplished within two weeks after return to classes. The fee for a final (semester) absentee examination is \$10.00. No reason for the absence, however valid, excuses payment of the fee.

Withdrawal

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable to dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the Dean of the school, and, if so instructed, must submit the request for withdrawal in writing from his or her parents or guardian.
3. The student must have settled all financial accounts with the University.

A student planning to withdraw should consult the Dean of his or her school, who will provide a form and directions that will clear his or her status with all interested offices.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalogue.

Transcripts

Application for transcripts should be addressed to the Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the University, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

Educational Leave of Absence

Students who are permitted to study at another institution, in such programs as the Washington Semester or Study Abroad, will be granted an Educational Leave of Absence. This status allows the student continued matriculation at Fairfield and provides assurance that studies successfully completed elsewhere will be credited to the Fairfield transcript. Approval for the Educational Leave of Absence is to be secured from the student's Academic Dean and will be granted upon completion of appropriate forms and the payment of this continuous registration fee for educational leave.



The Curricula

General Education Core Curriculum

The goal of a Fairfield education is to develop — in each student — the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal arts education can achieve this goal, the University has developed a *general education core curriculum* which all undergraduates must take to acquire a broad liberal arts background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

Options within the Core Curriculum

Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (Ma 10, 39, 13, 17 or 15). A sophomore or upper division course may be used with approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

Area II: History and Social Science

- (1) 2 semesters of history. In addition to regular History Department offerings, also available as an option in this area is CI 105-106 (Greek and Roman History).
- (2) 2 semesters in one or two of the social sciences.

NOTE: For majors in the social sciences, courses in the department in which they are majoring cannot be used to fulfill the social science requirement in the core.

Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. PH 11 is required.
- (2) 2 semesters of religious studies. RS 10 and any other course in religious studies.
- (3) 1 additional course in either philosophy or religious studies.

Area IV: English and Fine Arts

- (1) 3 semesters of English. En 11-12 are required. The third course may normally be selected from any of the English offerings which do not have a number designation of 100 or over. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)
- (2) 2 semesters of fine arts. Options: Any two FA courses will fulfill the core requirements.

Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages Department or the Greek and Roman Studies Program.

NOTE: 2 semesters at the basic level suffice if the student has achieved intermediate competence in *another language during pre-college preparation*.

General Education Electives (G.E.E.)

In addition to fulfilling the requirements of the core curriculum, students in B.A. programs are expected to select eight general education electives; students in B.S. programs will select four general education electives, except where otherwise indicated.

A general education elective is a three-credit course outside of the student's area of specialization and not required by his or her major. In practice this means:

- a) In B.A. programs, G.E.E.s may not be taken in a student's major.
- b) In B.S. (natural science) programs, G.E.E.s may not be taken in Area I (natural sciences and mathematics).
- c) In B.S. (Business) programs, G.E.E.s may not be taken in course offerings emanating from the School of Business.

General electives are distinct from *free electives*. A *free elective* is a course chosen by the student without any restrictions relative to the student's area of concentration or major.

Choice of Curriculum

Description of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. It is to be noted that in each curriculum the proper work of the *major*, or field of specialization, is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year. For the student who desires a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is advantageous; for the student who is not so determined, it should be noted the freshman and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history and languages. The major in education should usually elect his or her curriculum at the beginning of the sophomore year.

Minors

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the liberal arts core requirement and to observe the regulations relative to G.E.E.s. Examples of minors available at Fairfield are the Education Program, Latin American and Caribbean Studies and Theatre Communications. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

School of Business

Programs leading to the Bachelor of Science degree are offered by the School of Business in four major areas: accounting, finance, management, and marketing, with an option available in the area of Quantitative Analysis and a minor in Computer Applications. Building upon a strong foundation in the liberal arts and sciences, students are provided with a general core of knowledge and skills to equip them to understand the modern organizational environment and to effectively function within it.

School of Nursing

The School of Nursing offers a curriculum leading to the Bachelor of Science degree with a major in nursing. This curriculum is designed to provide the opportunity for qualified individuals to prepare for professional practice in beginning positions, to provide the foundation for continued formal study in nursing, and to enhance growth toward maturity as individuals, citizens, and professionals. Graduates of this program are eligible for examination for licensure as registered nurses.





College of Arts and Sciences

College of Arts and Sciences

Dean: Stephen L. Weber

Associate Dean: Vincent M. Murphy

Degrees Offered

The College of Arts and Sciences of Fairfield University offers two degree programs: Bachelor of Arts and Bachelor of Science.

Bachelor of Arts

The Bachelor of Arts is a liberal arts degree with emphasis on the humanities. Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a *Bachelor of Arts with Classics* degree, even though they do not intend a classics major.

Major concentrations in the B.A. degree program include American studies, economics, English, fine arts (art, music, theatre), history, modern languages (French, German, Spanish), philosophy, politics, psychology, religious studies, and sociology.

Bachelor of Science

The Bachelor of Science is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, engineering, mathematics, physics, and psychology. The concentration in biology provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school.

Because the four-year programs for the B.S. degree depend upon the student's major concentration, these programs are shown under the appropriate departmental listings which follow.

Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services.

Pre-Professional Programs: Students wishing to prepare themselves to enter medical, dental, law, or any other professional or graduate schools are assigned a faculty advisor who is experienced in designing a course of study that will help the student reach his or her professional goal and who is knowledgeable in the admissions requirements of professional and graduate schools.

Education: Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

Cooperative Program in Engineering: In cooperation with the University of Connecticut, Fairfield University provides a five-year engineering program that emphasizes both the liberal arts and professional preparation. A student in this program interrelates the course sequences with three engineering courses at Fairfield and four liberal arts electives at the University of Connecticut.

American Studies: This is an interdisciplinary program that examines American civilization through a combination of courses in English, history, politics, philosophy, and sociology.

Inter-Institutional Courses: Under a reciprocal agreement, full-time students at the University of Bridgeport, Fairfield University and Sacred Heart University may take certain courses at any one of the institutions without payment of any additional fees other than those paid the matriculating institution, providing:

1. The course is not currently offered by Fairfield University;
2. It is on an approved list indicating its availability to Fairfield University students;

3. The student has prior permission from his or her Dean to take the course;
4. Tuition commitments have been met in full at Fairfield University;
5. Students observe all regulations of the host institution.

Study Abroad: An advisor is available to assist students who may wish to spend a semester or year abroad. The advisor can provide information on many programs and develop a sequence of courses that will relate to the student's Fairfield program. Study abroad usually is undertaken in the junior year; approval of the Dean is required for study abroad in any other year.

Internships: Internships provide the opportunity for practical experience in a career field related to a student's major. The School of Business and most departments of the College of Arts and Sciences — such as economics, politics, sociology and fine arts — offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department Chair.

Minors: A number of departments in the college offer minors as well as majors. For further information, contact the department Chair.

Honors: The College of Arts and Sciences sponsors a Senior Honors Program for those undergraduates who have distinguished themselves in their studies. Eligible students choosing to pursue honors designation are required to conduct either a creative or research project under the supervision of a faculty member. Students are also required to meet in a bi-weekly interdisciplinary seminar. Successful completion of the Honors Program is recorded on the graduating student's transcript.

Double Majors: Students enrolled in the College of Arts and Sciences, and maintaining a satisfactory academic average, may elect to pursue a double major prior to the conclusion of their sophomore year. A specific program of study must be proposed which will satisfy the requirements of both majors as well as all core and GEE requirements. (Courses in a second major will fulfill GEE requirements only if they would normally be accepted for a student not pursuing a double major.) Written approval must be obtained from the Chairs of the departments in question and from the Dean. Upon successful completion of the proposed course of study, a double major will be indicated on the student's transcript.

Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Alphabetically by department or program, those requirements and options are:

Bachelor of Arts

	Semester Hours	
	<i>Fall</i>	<i>Spring</i>
Freshman Year		
English (En 11-12)	3	3
History (Hi 15-16)	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
Mathematics	3	3
Sophomore Year		
Philosophy — Religious Studies	3	3
English — Religious Studies or Philosophy	3	3
Major	3	3
Fine Arts — Elective	3	3
Elective (or language)	3	3
Junior Year		
Science	3	3
Major (four courses)	6	6
Social Studies elective	3	3
Elective	3	3
Senior Year		
Major (four courses)	6	6
Fine Arts — Elective	3	3
Electives (four courses)	6	6

Bachelor of Arts with Classics

	Semester Hours	
	<i>Fall</i>	<i>Spring</i>
Freshman Year		
Latin	3	3
Greek	3	3
English (En 11-12)	3	3
Philosophy (Ph 11-12)	3	3
Religious Studies (RS 10-Option)	3	3
Sophomore Year		
Latin	3	3
Greek	3	3
Philosophy or Religious Studies—Elective	3	3
Major	3	3
Electives	3	3
Junior Year		
Science	3	3
Major (four courses)	6	6
Social Studies Elective	3	3
Electives	3	3
Senior Year		
Major (four courses)	6	6
Electives (six courses)	9	9

NOTE: Four semester courses will be chosen as electives from history, language or fine arts.

Program in

American Studies

Director: O'Connor (*English*)

Liaison Faculty: Anderson (*Sociology*),
Cassidy (*Politics*), M. Grossman
(*Philosophy*), McCarthy (*History*),
Rinaldi (*English*)

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization — its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the thematic unity implicit in such a course of studies, the student will be exposed to the methodological differences which characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements for a 30-credit major in American Studies are:

- 12 credits in discipline concentration. The student may concentrate in one of the following: history, literature, philosophy, political science, or sociology.
- 12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.
- 3 credits. Research/Theme Course. Fall-senior year.
- 3 credits. Interdisciplinary Theme Course. Spring-senior year.

COURSES AVAILABLE FOR THE AMERICAN STUDIES MAJOR

Fine Arts

- FA 125 American Drama
FA 147 Art in America
FA 149 American Architecture
FA 152 American Art: Colonial/Early Republic
FA 153 American Art: 19th and 20th Centuries
FA 163 Popular Music in America
FA 169 American Music

History

- Hi 151 Colonial America
Hi 152 Era of the American Revolution
Hi 153 Jeffersonian and Jacksonian America
Hi 154 Civil War and Reconstruction
Hi 155 The Emergence of Urban-Industrial America
Hi 156 Early Twentieth Century America
Hi 157 Mid-Twentieth Century America
Hi 159 Social History of the U.S.-I
Hi 160 Social History of the U.S.-II
Hi 165 U.S. Diplomatic History-I
Hi 167 U.S. Diplomatic History-II
Hi 175 American Immigration
Hi 180 American Military

Literature

- Eng. 170 Myth in American Literature
Eng. 171 Colonial American Literature
Eng. 172 American Romanticism
Eng. 173 American Literature, 1865-1920
Eng. 174 American Literature, 1920-1950
Eng. 175 American Literature, 1950-Present
Eng. 176 American Novel

Philosophy

- Ph 194 American Philosophy
Ph 197 Social and Business Ethics

Political Science

- Po 107 American Law and Social Responsibility
 Po 116 Utopian Politics
 Po 118 American Political Thought
 Po 125 Democracy and Representation
 Po 148 U.S. Foreign Policy
 Po 150 Urban Politics
 Po 166 Private Power and Public Policy
 Po 168 Politics of Mass Culture
 Po 169 American Campaign Techniques

Religious Studies

- RS 138 American Catholic Theologians
 RS 193 Varieties of Religious Experience
 RS 197 Sociology of Religion

Sociology

- So 12 American Society
 So 131 Urban/Suburban Sociology
 So 144 Medical Sociology
 So 155 Business and Society
 So 166 Race and Ethnic Relations
 So 177 Sociology of Sport
 So 180 Sociology of Law
 So 182 Criminology

N.B. Course descriptions for the above may be found in the departmental course listings.

AS 101 Research/Theme Course

During senior year, each American Studies major writes a research paper under the supervision of several participating faculty members. Students are encouraged to integrate different intellectual disciplines in the design and realization of their project.
3 semester hours

AS 102 The American Intellectual Tradition

This course is a seminar on major ideas and themes which have helped shape American life. A conscious effort is made to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America.
3 semester hours

AS 121 The Artist/Intellectual's Perception of Industrial America

This course will examine the evolution of America from an agrarian to an industrial society. The topics covered include: the philosophical assumptions of capitalism, the progressive economic stages of capitalism, the myth and reality of the entrepreneurial age, the rise of bureaucracies, and the technological revolution. These topics will be viewed from the diverse perspectives of poets, economists, sociologists, novelists, theologians, and dramatists.

3 semester hours

AS 127 America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religio-ethical assumptions implicit in American films.

3 semester hours

AS 130 Artist in America

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society," and "Film: A Collaborative and Popular Art."

3 semester hours

AS 140 The City in America

This team-taught course will trace the historical development of the American city and its inevitable effect upon the American imagination. After examining the city from a historical and artistic perspective, the focus will shift to social and political analysis. Topics to be covered include: the relationship of the suburbs to the city, state and federal responses to urban problems, the relationship of private enterprise to the city and the continuing impact of media in shaping our attitudes toward the urban environment.

3 semester hours

Art

(See *Fine Arts*)

Department of
Biology

Professors: Combs, Rice, Ross (Elizabeth De-Camp McInerny Professor in the Health Sciences)

Associate Professors: Bongiorno, Brousseau, Poincelot (*Chair*)

Assistant Professors: M. Barone, Braun

Lecturer: Hope-Ross

Adjunct Faculty: Blogoslawski, Cassell, Oster

The Biology curriculum seeks to prepare students for future professional work in the life and health sciences. During the first two years of the program, the department requires General Biology I and II (Bi 11, Bi 12), Genetics (Bi 121), Ecology (Bi 160) and two semesters each of inorganic chemistry, organic chemistry, general physics and calculus. During the last two years, a minimum of four additional courses within the department is required. These are to be selected from four blocks of courses, which represent basic areas of biology. One elective from each of the following blocks is required, effective class of 1984.

Molecular Biology: Molecular Biology I (Bi 154), Microbiology (Bi 152), Immunology (Bi 155)

Morphological & Developmental Biology: Comparative Anatomy (Bi 102), Embryology (Bi 142), Histology (Bi 131)

Organismal Biology: Marine Invertebrate Zoology (Bi 162), Ornithology (Bi 164), Entomology (Bi 165), Animal Behavior (Bi 167), Marine Pollution (Bi 166), Marine Ecology (Bi 161)

Physiological Biology: Mammalian Physiology (Bi 112), Cell Physiology (Bi 111), Plant Physiology (Bi 115), Endocrinology (Bi 113)

The choice of block electives will vary according to the student's career objective and interest. Choices should be made after consultation with appropriate advisors within the department. This would complete the department's minimal requirement for the B.S. degree and be sufficient to produce a professional biologist. The student has four electives beyond this point, which can be additional block electives and/or advanced electives within the department, or electives outside the department. With regard to the latter, many interdisciplinary approaches are available, and new ones will become available to reflect contemporary changes in biology and related disciplines. The elective portion of the program is, therefore, subject to individual modification based on the student's career interest and faculty consultation. Thus, students interested in molecular biology may take an advanced course in molecular biology, or those interested in biochemistry may take courses in advanced chemistry. Similar arrangements can be made for those interested in neurobiology, biomathematics, biophysics, biocommunications, and other areas.

The research interests of the faculty provide the opportunity for qualified seniors to participate in either laboratory or library investigations under the guidance of a professor in the student's chosen area of interest. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. Thus, emphasis on the individual is found not only in the elective program but also in independent study. Our students can pursue the following advanced education or careers upon graduation with a biology major.

Graduate School

Animal Science
 Biochemistry
 Biocommunications
 Biomathematics
 Biomedical Engineering
 Biophysics
 Ecology
 Genetics & Developmental Biology
 Marine Biology
 Microbiology
 Molecular Biology
 Natural History
 Neurobiology
 Physiology
 Plant Science

Medical School

Dental School

Allied Health School

Chiropractic
 Mortuary Science
 Naturopathy
 Nutrition
 Optometry
 Osteopathy
 Physiotherapy
 Public Health
 Podiatry

Veterinary School

Law School (Forensic or Environmental Law)

Business (Hospital Administration, Pharmaceuticals)

Local, State, and Federal Government (Positions requiring a knowledge of Biology)

Bachelor of Science

(Major in Biology)

	Semester Hours	
	Fall	Spring
Freshman Year		
Biology (Bi 11-12)	4	4
Chemistry (Ch 11-12)	4	4
Mathematics (Ma 13-14)	3	3
Philosophy — Religious Studies	3	3
Foreign Language	3	3
Sophomore Year		
Chemistry (Ch 111-112)	5	5
Physics (Ps 83-84)	4	4
Biology (Bi 121-160)	3	4
English (En 11-12)	3	3
Philosophy — Religious Studies	3	3
Junior Year		
Biology — Block Elective	4	4
English — Philosophy or Religious Studies	3	3
Social Studies Electives	3	3
Electives	3	3
General Education Elective	3	3
Senior Year		
Biology — Block Elective	3	3
History (Hi 15-16)	3	3
Fine Arts — Elective	3	3
Electives	3	3
General Education Elective	3	3

Bi 11-Bi 12 General Biology (Majors)

An introduction to biology for the biology major. The course covers the classification and phylogenetic survey of the plant, animal and other biological kingdoms. An examination of the cytology, anatomy, physiology, and development of representative organisms in each kingdom is considered. 3 lectures, 1 laboratory period. *4 semester hours*

Bi 81 General Biology I

An introduction to the study of biology for the non-science major. The purpose of the course is to familiarize the student with the general biological principles that govern the activities of all living systems. Concepts such as the biochemical origin of life, cellular morphology and physiology, and human genetics are presented. 3 lecture-demonstration periods. *3 semester hours*

Bi 82 General Biology II

A continuation of Bi 81. The human body is the focus of study, with emphasis on man's place in the biosphere. 3 lecture-demonstration periods. *3 semester hours*

Bi 83 Fundamental Concepts in Biology

A course for psychology majors. A study of biological molecules; the structure, function, and reproduction of the cell; energy transformations; patterns of inheritance; the nature of the gene and its action; development; the origin of life and evolution through natural selection. 3 lectures, 1 laboratory. *4 semester hours*

Bi 84 Fundamental Concepts of Biology

A continuation of Bi 83 including: a survey of vertebrate anatomy and physiology, animal behavior and ecology. 3 lectures, 1 laboratory. *4 semester hours*

Bi 85 Ecology and Society

Students will examine the available scientific evidence, and then be encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues will be covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern will include environmental issues raised by modern society's conflicting needs for land, water, a liveable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. 3 lectures. *3 semester hours*

Bi 86 Human Heredity

A course designed to introduce the non-science major to the principles of human inheritance. The mechanism of gamete formation and the chromosomal and biochemical basis of heredity are discussed along with their effects upon changes in the phenotype. An introduction to population genetics, race formation and eugenics is presented. 3 lectures. *3 semester hours*

Bi 102 Comparative Anatomy of Chordates

A detailed and systematic study of the chordate skeletal, integumentary, muscular, respiratory, urogenital, nervous and endocrine systems with special emphasis on the anatomy of a mammal as compared with the anatomy of the other classes of chordates. 2 lectures, 2 laboratory periods. *4 semester hours*

Bi 103 Statistics for the Life Sciences I: Basic Statistics

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance. Although this course may stand alone as an introduction to statistics, it is assumed that most students will continue into Research Design (Bi 104). This course is open to majors in the behavioral, biological and physical sciences. *3 semester hours*

Bi 104 Statistics for the Life Sciences II: Research Design

This is an advanced course in inferential statistics. Its purpose is to extend the student's abilities in the design and analysis of research projects through a consideration of hypotheses, theories, measurement, control, and the logical bases of experimental inference. Advanced statistical methods, such as analysis of variance, analysis of co-variance, and non-parametric procedures presented. *3 semester hours*

Bi 107-108 Human Anatomy and Physiology

This course is recommended for students of nursing education, and liberal arts. The course is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. 3 lectures, 1 laboratory period a semester. *8 semester hours*

Bi 111 Cell Physiology

A study of life at the cellular level. The physico-chemical nature of the function and integration of the ultrastructure components of procaryotic and eucaryotic cells are considered. Included is a treatment of the current aspects of the generation and storage of chemical energy by cells as well as the composition, structure and assembly of biological membranes and their role in internal regulation as influenced by external agents. The laboratory emphasis is on techniques in cell physiology and the identification of biochemical substances. 3 lectures, 1 laboratory. *4 semester hours*

Bi 112 Mammalian Physiology

A consideration of homeokinesis in the mammalian organism studied by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. 3 lectures, 1 laboratory. *4 semester hours*

Bi 113 Endocrinology

A study of the glands of internal secretion, their location, anatomy, and function. The nature of their secretions and importance in the regulation of body functions will be discussed. 3 lectures. *3 semester hours*

Bi 114 Horticulture

An understanding of horticulture will be achieved through the examination of basic horticultural science, practice, and plant material. The science aspect will cover nomenclature, plant parts, basic processes, and plant development as influenced by the environment. Practices will include propagation, management of the indoor and outdoor environments, and cultural needs. Plant materials covered will include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. This course is open only to nonscience majors. 3 lectures. *3 semester hours*

Bi 115 Plant Physiology

A study of the environmental (light, temperature, soil, water, and nutrients) and internal (metabolism, membrane phenomena, translocation, and phytohormones) factors that affect plant development. 3 lectures. *3 semester hours*

Bi 121 Genetics

A study of the principles of Mendelian inheritance and modern theories of heredity; and an introduction to experimental, biometrical, and cytological methods. Whenever possible, examples illustrate the practical applications of the fundamental laws of inheritance in the breeding of plants and animals and in human heredity. *3 semester hours*

Bi 123 Genetics Laboratory

The laboratory work is designed to illustrate fundamental principles; *Drosophila* breeding and phases of cytology most directly concerned with genetics will be employed. 2 laboratory periods. *2 semester hours*

Bi 131 Histology

A study of the microscopic anatomy of vertebrate animals; the morphology of cells and their combinations in the various tissues and organs of the body. The structure of cells, tissues and organs is constantly related to their functions in the different vital processes, and to the participation of the fundamental tissues in the formation of organs and systems of organs. 2 lectures, 2 laboratory periods. *4 semester hours*

Bi 142 Vertebrate Embryology

A course in vertebrate development anatomy; the morphology and physiology of the reproductive organs, gametogenesis, segmentation, gastrulation, and the formation of the primary germ layers; a detailed study of the chick embryo from the primitive streak to the establishment of the organs and systems and a consideration of the 10 mm pig embryo. 2 lectures, 2 laboratory periods. *4 semester hours*

Bi 151 Elements of Microbiology

An elementary course in microbiology which aims to show the importance of microorganisms to everyday life. General considerations and applications of this science are discussed with little emphasis on technical and theoretical details. Relationships of microorganisms to foods, sanitation, and disease are shown. The laboratory work deals with simple techniques employed in the study of microorganisms. 3 lectures, 1 laboratory. *4 semester hours*

Bi 152 Microbiology

A study of the morphology, physiology, and genetics of microorganisms. Nutritional requirements, enumeration methods, and biochemical characteristics are among the topics presented in the laboratory sessions. 3 lectures, 1 laboratory.

4 semester hours

Bi 154 Molecular Biology: The Nucleus

An introduction to molecular biology. This course examines protein structure, DNA structure, RNA structure, the role of DNA and RNA in protein synthesis and the replication and repair of DNA and RNA in eucaryotic and procaryotic cells. The effects of mutations will be related to DNA, RNA and proteins. 3 lectures.

3 semester hours

Bi 155 Immunology

An introduction to immunology. This course will cover the humoral and cellular basis of immune response. Antigens, the structure and function of immunoglobulins, antibody formation and living/experimental manifestations of the immune response will be emphasized. 3 lectures.

3 semester hours

Bi 156 Molecular Biology: Cytoplasmic Organelles

This course will discuss instrumental analysis of biological structures and cover such topics as the cell membrane and permeability, cytoskeleton and cell motility, the endoplasmic reticulum and golgi complex with regard to cell secretion, the mitochondria and lysosomal organelles.

3 semester hours

Bi 160 Ecology

The relationships of living organisms with each other and with their environments viewed through total cycles of nutrients and total flows of energy. Local ecosystems are visited on field trips. 3 lectures, 1 laboratory.

4 semester hours

Bi 161 Marine Ecology

A study of marine communities and their environment, with special consideration of ecosystems in the sea. The laboratories will be held on the waters of Long Island Sound. 2 lectures, 1 laboratory.

3 semester hours

Bi 162 Marine Invertebrate Zoology

A study of the phylogeny, morphology, and physiology of the major marine invertebrate groups, with emphasis on local fauna. The laboratories will include field trips to the coast to collect specimens for identification and study. 2 lectures, 1 laboratory.

3 semester hours

Bi 163 Coral Reef Ecology

A study of Caribbean coral reef types, e.g., bank barrier reefs, patch reefs, algal ridges, etc., focusing on their development within a biological and geological framework. Predominant floral and faunal assemblages of the reef and their interrelationships are emphasized. 2 lectures, 10-day field trip. Costs for transportation and part of the laboratory fees are borne by the student.

3 semester hours

Bi 164 Ornithology

Lecture study of the evolution, anatomy, taxonomy, ecology, and ethology of birds. Laboratory and field work will focus on the orders of the birds of the world and identification of all local species. Prerequisite: Bi 12 or Bi 83-84 or permission of instructor. 2 lectures, 1 laboratory.

3 semester hours

Bi 165 Entomology

An introduction of the study of insects. The course will stress principles of insect morphology, physiology, and taxonomy. Laboratories will be devoted to examination of representatives of the more familiar insect orders. 2 lectures, 1 laboratory period.

3 semester hours

Bi 166 Biology of Marine Pollution

The origin, description, detection, and control of biological and chemical pollutants, and the conservation of terrestrial, aquatic, and atmospheric natural resources. Field trips to investigate and characterize changes in Long Island Sound waters which are heavily impacted by heavy metals, hydrocarbons, and pesticides.

3 semester hours

Bi 167 Animal Behavior

An examination of data which pertain to the following generalizations: the behavioral repertoire exhibited by an animal is closely dependent upon the complexity of the nervous system; the behavioral response is dependent upon the hormonal state and specific environmental stimuli; the behavior is adaptive and functionally indispensable in survival of the species; many behavioral patterns are periodic; capacity for behavioral expression is inherited; behavior has evolved and is subject to natural selection. 3 lecture periods.

3 semester hours

Bi 183 Internship

One-day-a-week internship program at a local nature center. Experiences to include familiarization with flora and fauna indigenous to the area; care and feeding of animals; maintenance of nature trails; and working with small groups. 3 semester hours

Bi 185 Internship-Student Teaching

Two-days-a-week internship program at a local nature center. Experiences to include leading of small groups consisting of children at all age levels on nature walks; working with staff to develop and implement programs dealing with the environment and conservation; developing skills in preparing displays; identification of flora and fauna; and other related tasks. 6 semester hours

Bi 196 Special Topics in Biology

The writing of a scholarly paper based upon independent study of a selected topic is required. The research is library rather than laboratory. 2 semester hours

Bi 198 Research

A research thesis, involving laboratory investigation, is required. Students wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Credit by arrangement

 Department of
Chemistry

Professors: J. Barone, Boggio (*Chair*), Elder, MacDonald, O'Connell

Associate Professors: Lisman, Sarneski

Assistant Professors: Pulito, Weddle

The department provides a curriculum which insures a comprehensive yet balanced exposure to the science of chemistry. Courses are provided for chemistry majors, for other physical science majors, for nonscience majors, and for students planning study beyond the associate degree.

By appropriate selection of courses, the chemistry major can develop the necessary background for entrance into a variety of endeavors such as high school teaching, studies in medicine or dentistry, studies in allied sciences such as oceanography and geochemistry, graduate work in chemistry, employment in the chemical industry, patent law, or in government.

The curriculum, staff and facilities of the department are approved by the American Chemical Society as meeting its standards for professional training in chemistry.

Bachelor of Science

(Major in Chemistry)

	Semester Hours	
	Fall	Spring
Freshman Year		
Chemistry (Ch 15-16)	4	4
Mathematics (Ma 17-18)	4	4
Physics (Ps 15-16)	4	4
English (En 11-12)	3	3
Philosophy — Religious Studies	3	3
Sophomore Year		
Chemistry (Ch 111-112)	5	5
Mathematics (Ma 23-24)	4	4
English — Philosophy	3	3
Fine Arts — Chemistry (Ch 122)	3	4
Foreign Language	3	3

Junior Year

Chemistry (four courses)	7	6
Social Studies Electives	3	3
Religious Studies — Religious Studies or Philosophy Electives	3	3
	3	3

Senior Year

Chemistry (four courses)	8	6
History (Hi 15-16)	3	3
Electives — Fine Arts	6	6

- 1) The student intending to enter primary or secondary school teaching should consult annually with the Chairs of the Departments of Chemistry and Education for appropriate modifications of this curriculum.
- 2) The student intending to enter medical or dental studies should consult with the Chair of the Chemistry Department for appropriate modifications of this curriculum.

Ch 11-12 General Inorganic Chemistry I & II

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometries of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, chemistry of coordination compounds. 3 lectures, 1 laboratory. 4 semester hours

Ch 15 Fundamental Inorganic Chemistry I

This course, intended for chemistry, physics, and engineering majors with a high school background in chemistry, is an introduction to theoretical chemistry. Particular stress is given to the fundamental relations existing between the properties of matter and electronic structure. Some of the topics treated are stoichiometry, matter and energy, the law of mass action, wave-particle duality, chemical bonding and geometry, periodicity and kinetic theory. The laboratory work emphasizes the applications of chemical equilibrium theory to systematic qualitative analysis. 3 lectures, 1 laboratory. 4 semester hours

Ch 16 Fundamental Inorganic Chemistry II

This course, a continuation of Ch 15, is one in which a more advanced approach is maintained and a carefully graduated use of calculus is made. Some of the topics treated are the states of matter, theory of solutions, electrochemistry, the thermodynamic functions, electrochemical processes and calculations, ionic equilibrium, and chemical kinetics. The laboratory work concerns itself principally with volumetric and gravimetric methods of analysis; the student is encouraged to substitute an individual project for part of the formally assigned laboratory work. 3 lectures, 1 laboratory. 4 semester hours

Ch 22 Elements of Physical Chemistry

This course is intended for biology majors and for students preparing for secondary school science teaching. Emphasis is placed on the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics. Throughout the course special emphasis is given to the physicochemical properties of living systems. Prerequisites: Ch 11-12, Ps 83-84, Ma 13-14, or equivalent. 3 semester hours

Ch 22L Laboratory for Physical Chemistry

Laboratory experiments illustrate the principles discussed in class, (i.e., thermodynamics, kinetics, chemical equilibrium). Prerequisite: Ch 22. 1 semester hour

Ch 24 Quantitative Inorganic Analysis

The theory and technique of quantitative analysis including neutralization, oxidation and reduction, volumetric precipitation and introduction to gravimetric methods; illustrated by problem work and by laboratory analysis of representative samples. 3 lectures, 1 laboratory. Prerequisite: Ch 22. 4 semester hours

Ch 81 General Chemistry I

An introduction to the study of chemistry for non-science majors. Fundamental principles of inorganic and organic chemistry are discussed and applied to chemical reactions and phenomena. 3 lectures, 1 laboratory. 4 semester hours

Ch 82 General Chemistry II

A continuation of Ch 81, emphasizing the chemistry that is typical of living systems. 3 lectures, 1 laboratory. 4 semester hours

Ch 111 Organic Chemistry I

This course, intended for chemistry and biology majors, is an introduction to organic chemistry with emphasis on structure isomerism, nomenclature, functional groups, synthesis of compounds, and reaction mechanisms. The laboratory work emphasizes organic techniques, determination of physical constants, and typical syntheses. 3 lectures, 1 laboratory. *3 semester hours*

Ch 112 Organic Chemistry II

The synthesis and reactions of the more common classes of organic compounds. Carbohydrates, amino acids, protein, and other natural products are discussed. 3 lectures, 1 laboratory. Prerequisite: Ch 111. *3 semester hours*

Ch 121 Advanced Organic Chemistry

This course, intended for chemistry majors only, attempts to bring the student closer to the research areas of organic chemistry. Recent developments, syntheses and reaction mechanisms as well as an introduction to spectral identification of organic compounds are discussed. Prerequisites: Ch 111-112. *3 semester hours*

Ch 121L Laboratory for Advanced Organic Chemistry

The laboratory is project oriented. Each student is assigned a project, usually a multistep synthesis, to work on for the entire semester. The projects chosen are such that the student uses the rudimentary separation, purification and characterization techniques introduced in Ch 111-112. A written report is required. 2 laboratory periods. Prerequisites: Ch 111-112. *2 semester hours*

Ch 122 Chemical Analysis

The nature and practice of chemical analysis are considered. Classical wet methods of analysis are introduced in connection with a detailed study of chemical equilibria (acid base, redox, complexation, precipitation). Statistical treatment of laboratory data is also considered. The latter portion of the course involves a brief introduction to some modern analytical techniques viewed from a chemical perspective: electronic spectroscopy, electrochemistry (potentiometry and ion selective electrodes, polarography, coulometry), and chemical separations.

The laboratory provides the opportunity to practice and independently study the techniques discussed in lecture. Classical and instrumental methods are utilized, including gas chromatography, potentiometry, polarography, flame and solution spectroscopy, as well as classical titrimetric analysis. Prerequisites: Ch 111-112, Ch 161. *5 semester hours*

Ch 124 Introduction to Biochemistry

Topics dealing with the fundamental concepts of biochemistry, including the study of carbohydrates, lipids, proteins, terpenoids, alkaloids, and nucleic acids. Prerequisites: Ch 111-112, Ch 22, Ch 24. *3 semester hours*

Ch 126 Chemical Instrumentation

A survey of modern instrumental techniques will be afforded the student with emphasis on applications and instrument capabilities. Concepts covered in the analytical offerings (both Ch 122 & Ch 24 are appropriate) will be expanded and applied through hands-on laboratory experience and classroom discussions. Advantages and limitations of existing techniques will be examined in all of the major analytical areas. The course objective is to prepare the chemist or technician to perform competent routine instrumental applications to chemical analysis. 3 lectures, 1 laboratory. Prerequisites: Ch 111-112; Ch 22; Ch 24. *4 semester hours*

Ch 141 Advanced Inorganic Chemistry

The chemistry of the elements is viewed from the perspective of structure and reactivity. The use of physical methods in the elucidation of structure is emphasized; selected principles of group theory (symmetry) and theoretical chemistry are incorporated into these discussions. The chemistry of transition metal ions is given considerable treatment. Prerequisites: Ch 161-162, Ch 111-112. *3 semester hours*

Ch 141L Laboratory for Advanced Inorganic Chemistry

A variety of inorganic compounds are offered for synthesis in the laboratory. Students prepare several compounds of their choice and perform individual projects to study the properties of these compounds. Part of the final report for each student is the presentation of a poster-assisted oral description of the results of their project. Prerequisites: Ch 161-162, Ch 111-112. *2 semester hours*

Ch 161-162 Physical Chemistry I & II

A two-semester sequential offering for chemistry and physics majors. Topics covered include: ideal and non-ideal gases, kinetic molecular theory of gases, absorption of light, molar refraction and polarization, etc., chemical thermodynamics, chemical equilibrium, solution of nonelectrolytes and electrolytes, heterogeneous equilibrium, electrochemical cells, kinetics of gasphase reactions and in solution, wave mechanics, molecular symmetry and bonding, molecular spectroscopy, the solid state, and nuclear chemistry. 3 lectures, 1 laboratory. *4 semester hours*

Ch 163 Advanced Topics

A detailed and advanced treatment of topics from any of the four major fields of chemistry. Topics to be presented in a given semester are selected according to the needs and interests of that semester's students. This course is intended for second semester senior chemistry majors. Professors are assigned each year according to the topics chosen.

3 semester hours.

Ch 198 Research & Seminar

A research project, normally involving laboratory investigation, is chosen by each senior electing this course. Seminars are held weekly, alternating students reports on research progress and library studies of selected topics. *3 semester hours*

Classics

(See Greek and Roman Studies)

Communications

(See Fine Arts)

Computer Science

(See Mathematics)

Dance

(See Fine Arts)

Department of Economics

Professors: Deak, Walters (*Chair*)

Associate Professor: Buss

Assistant Professors: Devine, Kelly, Miners

Instructors: Lane, Thomas

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal arts education.

A major in economics requires a total of 30 credits, and must include the following required courses: Ec 11, Ec 12, Ec 104 and Ec 105. The other 18 credits can be chosen from departmental offerings. However, six of the 18 credits may be acquired by taking courses in computer sciences and/or businesses.

A minor requires 15 credits in economics, and must include Ec 11 and Ec 12.

Ec 11 Introduction to Micro-Economics

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include anti-trusts policy, the distribution of income, the role of government, and environmental problems. *3 semester hours*

Ec 12 Introduction to Macro-Economics

Uses Keynesian theory to study the aggregate behavior of consumers and businesses as they affect the level of employment and prices. Examines the role of government and the ability of monetary and fiscal policy to stabilize the level of output and inflation. Topics areas include the functioning of the banking system, GNP, taxation, and government spending, monetarism and the influence of money. Ec 12 may be taken prior to Ec 11. *3 semester hours*

Ec 104 Intermediate Micro-Economic Theory

Builds upon and expands the theoretical models of Ec 11. The course introduces indifference curves to explain consumer behavior; short and long run production functions showing their relationship to product costs, and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors. *3 semester hours*

Ec 105 Intermediate Macro-Economic Theory

An analysis of the determination of national income and output; fiscal and monetary tools; growth, inflation, and stabilization policies. Required for all majors. *3 semester hours*

Ec 110 Financial Markets and Institutions

Matters examined include: flow of funds accounting; financial markets and institutions, level and structure of interest rates, security analysis, portfolio theory and the efficient market hypothesis. Prerequisite: Ec 111. *3 semester hours*

Ec 111 Money and Banking

Part I covers classical and Keynesian monetary theory, plus discussion of monetarist views. Part II reviews central banking, Federal Reserve operations and policy making. Part III considers the commercial banking industry, with a study of operations. *3 semester hours*

Ec 112 Economic Aspects of Current Social Problems

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the "limits to growth" controversy, pollution, energy, regulation. No prerequisite. *3 semester hours*

Ec 124 Labor Economics and Industrial Relations

This course is mainly concerned with what might properly be called "labor problems," e.g., 1) what makes for good industrial relations within a company, 2) the determination of wages, 3) unemployment: its types, causes, and cures, 4) the union movement. No prerequisite. *3 semester hours*

Ec 131 International Trade

This course deals with the following matters: international trade theory, U.S. commercial policy, international finance and balance of payments disequilibria, multinational enterprise. *3 semester hours*

Ec 132 Economic Development of Third World Nations

The nature and causes of the problems facing the less industrialized nations of the world are considered. Primary attention is focused on the impact that various economic policies have on promoting economic development in the "third world." *3 semester hours*

Ec 145 Antitrust and Regulation

Examines the relationship between government and business. Antitrust laws and cases are reviewed in terms of their impact on resource efficiency. The format of agency command and control regulation is developed along with specific examples from the federal sector. No prerequisite. *3 semester hours*

Ec 173 History of Economic Thought

The development of economic thought from ancient times to the present. No prerequisite. *3 semester hours*

Ec 174 Comparative Economic Systems

The methods used in various industrialized countries to attain their diverse economic goals are considered. Attention is focused on socialist institutions as a viable alternative to the capitalistic system. The economic systems of the USSR, East Europe, and other economically advanced nations are discussed. *3 semester hours*

Ec 175 Managerial Economics

Applies economic concepts and theory to the problem of making rational economic decisions. Topics discussed include inventory control, decision making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic vs. accounting concepts of profit and cost.

3 semester hours

Ec 176 Public Finance

A study of government expenditure and tax policies. Emphasis is placed upon evaluation of expenditures, the structure of federal, state and local taxes, and the budget as an economic document.

3 semester hours

Ec 178 Statistics

An introductory course in the basic concepts required for the analysis and interpretation of data. Topics in statistical inference include: testing of hypotheses, analysis of variance, and regression and correlation analysis. These tests are applied to data gathered on economic variables.

3 semester hours

Ec 180 Econometrics

Introduces students to the process by which theories of economic behavior are formulated in mathematical terms and tested by the use of statistical methods. Both the technique and the limitations of econometric analyses are discussed as well as methods available for overcoming data problems in the measurement of quantitative economic relationships. Prerequisites: Ec 11, 12, and Ec 178, Statistics.

3 semester hours

Ec 198 Independent Study

For economic majors only; open to seniors by invitation.

Program in Education

Assistant Professor: Costa (*Director*)

Liaison Faculty: Abraham, Fay, Halapin, Jenkins, Menagh, Petro

Students who are preparing for high school teaching should consult the Director of the Program at the end of the freshman year for advice on state certification requirements applying to the subject they wish to teach. No recommendation for teaching will be made if the student's Q.P. average in his or her chosen field is less than 2.5.

Ed 115 History and Principles of Education

This course presents the historical development of education with regard to curriculum, methods, organization and control, and the relationship of society to each of these areas. The influence of philosophers and educators from Plato and Aristotle to Hutchins and Dewey are considered. During the second half of the course, stress is placed upon the historical development of the American public schools from Colonial times to the present.

3 semester hours

Ed 141 Educational Psychology

A particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, will be included.

3 semester hours

Ed 145 Adolescent Psychology

A study of human behavior and development during the period of adolescence. Physiological, intellectual, emotional, and social development, and the factors and agencies influencing such development, will be considered.

3 semester hours

Ed 162 Special Methods in Secondary School English

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication, and dialogue.

3 semester hours

Ed 163 Methods of Teaching in Secondary Schools

Application of principles of education to classroom instruction in secondary schools. Attention will be centered upon planning for teaching, uses of various methods and materials, tests, classroom management and discipline. Consideration will also be given to the position of the teacher in public schools, special services available to teachers and pupils, extra-curricular programs, and responsibilities of teachers.

3 semester hours

Ed 171 Survey of Educational Media and Reading Methods

A survey of current audio-visual aids being used in the public schools; includes a study of software-hardware. A survey of methods and materials for improving reading and study skill at the secondary school level.

3 semester hours

Ed 172 Survey of Educational Media

A survey of current audio-visual aids being used in the public schools, including the theoretical framework of proper usage and a study of software and hardware.

3 semester hours

Ed 181 Directed Observations and Supervised Practice Teaching I

An internship course for students who have been approved by the University authorities as potential teachers in secondary schools. Classroom observation will illustrate the theory seen in methods classes. Class organization and management, curriculum division, technical teaching devices, and the manifold relationships of the teacher with the student will be noted under direction. Individual and group conferences with the Director of Teacher Training.

2 semester hours

Ed 182 Supervised Practice Teaching II

A continuation, for students who have satisfactorily completed Ed 181. It will consist of active participation in school life with emphasis on the actual conduct of classes. Lesson planning and execution under the combined supervision of the classroom teacher and the Director of Teaching Training; individual and group conferences on techniques of teaching, classroom management, evaluation, and individual and group diagnostic and remedial devices.

4 semester hours

Ed 183 Internship

One-day-a-week internship program at a local nature center. Experiences to include familiarization with flora and fauna indigenous to the area; care and feeding of animals; maintenance of nature trails; and working with small groups. *May carry credit in biology.*

3 semester hours

Ed 184-185 Internship — Student Teaching

Two-days-a-week internship program at a local nature center. Experiences to include leading of small groups consisting of children at all age levels on nature walks; working with staff to develop and implement programs dealing with the environment and conservation; developing skills in preparing displays; identification of flora and fauna, and other related tasks. *May carry credit in biology.*

6 semester hours

Program in

Engineering

The cooperative engineering program with the University of Connecticut offers the student three years of study in the liberal arts and sciences at Fairfield University and two years of specialized engineering courses at the School of Engineering of the University of Connecticut, where he or she may select any of the principal areas of engineering: chemical, civil, electrical, mechanical, or computer. Upon completion of the five-year program the student receives a Bachelor of Arts degree from Fairfield University and a Bachelor of Science in Engineering from the University of Connecticut.

The skills and knowledge acquired in this five-year engineering program equip the graduate with a competitive advantage for assuming a leading role in a career in private industry, government, or education.

**Bachelor of Arts and
Bachelor of Science***(Major in Engineering)*

	Semester Hours	
	Fall	Spring
Freshman Year		
Physics (Ps 15-16)	3	3
Physics laboratory	1	1
Mathematics (Ma 17-18)	4	4
English (En 11-12)	3	3
Philosophy	3	3
Religious Studies — Engineering 130	3	3
Sophomore Year		
Engineering	3	3
Mathematics (Ma 23-24)	3	3
Social Studies — Religious Studies	3	3
English—Philosophy or Religious Studies	3	3
Electives	3	3

Junior Year

Elective	3	3
Chemistry (Ch 15-16)	5	5
Mathematics (Ma 111-112)	3	3
History (Hi 15-16)	3	3
Electives	3	3

The student who completes this program in satisfactory standing will then transfer to the School of Engineering of the University of Connecticut at Storrs, Connecticut, for enrollment as a junior. He or she will have the option of entering one of the following branches of engineering: chemical engineering, civil engineering, electrical engineering, mechanical engineering, computer engineering.

Four of the courses at the University of Connecticut will be liberal arts electives.

At the completion of this five year program the student will receive a Bachelor of Arts degree from Fairfield University and a Bachelor of Science degree in Engineering from the University of Connecticut.

It is recommended that students intending to major in electrical engineering take Electricity and Magnetism I (Ps 171) including Lab in their junior year.

It is recommended that students intending to major in chemical engineering take Inorganic Chemistry (Ch 15-16) in their sophomore year and Organic Chemistry (Ch 111-112) in their junior year.

Eng 111 Statics

Fundamentals of mechanics. Elements of vector algebra; equations of equilibrium for stationary systems, analysis of trusses, friction and distributed forces. Vector methods are used. *3 semester hours*

Eng 112 Dynamics

Basic principles of kinematics and kinetics of rigid bodies utilizing vector methods. Application to engineering problems. Topics covered include work and energy, impulse and momentum, curvilinear motion, plane motion, rigid body motion in three dimensions, mechanical vibrations. *3 semester hours*

Eng 130 Introduction to Engineering

Introduction to the engineering profession. Visits to local industry. Computer programming in Fortran with applications; engineering calculation methods; analysis of current engineering problems. No prerequisites. *3 semester hours*

Department of
English

Professors: Berrone, M. Regan (*Chair*), Riel, Rinaldi

Associate Professors: Farnham, Landry, McDonnell, McInerney, O'Connor, Reddy, Wells

Assistant Professors: Jenkins, Lynch, Menagh, Mullan, R. Regan

Lecturers: Bozzone, Fitzpatrick, Krauss, Madison, M. Meli, Ress, J. Rinaldi, Spector, Sweeney, Temlock

As an academic discipline, the study of English has as its primary goals:

- 1) to acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;
- 2) to increase the student's knowledge of the development of English and American Literature and to explore the movement of ideas in a changing world;
- 3) to develop the student's analytic and organizational skills through the interpretation of literature; and
- 4) to give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

For English Majors, the English Department offers two options, one in literature and one in writing. Both programs normally require that the student take at least ten upper-division courses (i.e., courses numbered at the 100-level) after successful completion of En 11 and En 12. The English Department places great importance on consultation, during the process of selecting courses, between the student and a departmental adviser of the student's choice.

The special requirements of each program are as follows:

- 1) **English Major with Option in Literature.** A standard program will include at least *five* three-hour courses dealing with literature from periods prior to the year 1900. Students may select any English Department offerings at the 100-level, and they are urged to consult with a departmental adviser in order to develop a coherent sequence of courses suitable to individual needs and requirements.
- 2) **English Major with Option in Writing.** A standard program will include *four* courses in literature (selected from the upper-division literature offerings of the English Department), *five* courses in writing (selected from English and Communications courses marked with the prefix "W"), and the Senior Seminar for Writers (En/W 190). Since the Writing Program offers a broad spectrum of courses ranging from poetry and fiction to journalism and script-writing for television, it is urgent that each student consult with a faculty adviser in order to design a program that will reflect the individual's needs.

En 11 Composition and Prose Literature

This course incorporates the study of essays and/or other forms of literary nonfiction to be analyzed in class, together with the student's own exercises in formal and informal analytical prose. En 11 emphasizes the style and rhetoric of prose, techniques of expository writing, and basic writing and research skills such as the dictionary, use of the library, and the MLA Style Sheet. 3 semester hours

En 12 Introduction to Literature

A study of drama, fiction and poetry as they reflect literary and cultural approaches to man and society. Selected works from various ages and civilizations introduce the student to the techniques and traditions of the major literary genres. En 12 also demands critical writing as an extension of composition in En 11, including a research paper. 3 semester hours

En 23 The Epic Hero

This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story and so gives us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. Our focus, then, is on the changing image of the hero, particularly as presented in the *Iliad*, the *Odyssey*, the *Aeneid*, and *The Lord of the Rings*. 3 semester hours

En 24 Tragedy

Comparative study of tragic dramas in the Western tradition. Emphasis on major themes and character development, illustrations from Greek, Indian, English, French, German and American writings. 3 semester hours

En 25 Shakespeare

A study of Shakespeare's career as a dramatist. Plays will be drawn from Shakespeare's farces, romantic comedies, history plays, tragedies and romances, and will include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *King Lear*, and *The Tempest*. 3 semester hours

En 26 Modern Drama

Analysis of major plays from Ibsen to the Theater of the Absurd and the present. 3 semester hours

En 27 History and Politics in Literature

An examination of how literature has approached historical and mythic events through epic, romance, fiction, chronicle plays, and other forms. The primary focus is on the classic tension between ethics and politics, private and public values. Authors include Homer, Sophocles, Shakespeare, Shaw, Brecht, Dickens, Melville, Huxley, White, Arthur Miller, and Solzhenitzyn. 3 semester hours

En 28 The Study of Human Behavior Through Literature

Students will be taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction. 3 semester hours

En 29 Fiction (American Literary Naturalism)

The course traces elements of literary naturalism in the fiction of selected writers of the twentieth century. Particular emphasis is given to the persistent idea of The American Dream. 3 semester hours

En 30 World Literature: Modern Fiction

A study of great works of fiction produced in Western Europe and America over the last 150 years. An effort will be made to contrast and compare international cultural attitudes as they have been expressed by a wide variety of novelists and short-story writers. Among the authors who will be considered are: Stendahl, Flaubert, Dostoevsky, Tolstoy, Conrad, Kafka, Joyce, Lawrence, Mann, Camus, Hemingway, Updike, and Vonnegut. 3 semester hours

En 31 Existential Literature

This course is a study of the existential world view as one of the most important bodies of thought in the 19th and 20th Centuries. Absurd thought will be studied, also, as a closely related view of the nature of human life.

Existential and absurd values will be used to confront the following problems: human freedom vs. biological and social determinism, the creation of life meaning vs. the surrender to nothingness implicit in suicide, belief in God vs. affirmation of a humanly centered world, and contribution to society vs. nihilistic withdrawal.

Emphasis will be placed on the perception that existentialism is a positive, even optimistic, philosophy of life, that it is not nihilistic and pessimistic, as it is sometimes misunderstood to be. Emphasis will also be placed on the fact that existentialism is not necessarily atheistic, that some of the prominent exponents of existential thought have written of their belief in God.

Among the authors to be read are Kierkegaard, Nietzsche, Dostoevsky, Sartre, Kafka, Faulkner, Beckett, and Camus. 3 semester hours

En 32 The Nature of the Hero

The course begins with a general discussion of the meaning and function of heroes in society, focusing on them as projections of society's life values. Joseph Campbell's study of the archetype of the hero and the heroic journey will be used as a reference point.

Works from various cultures, ancient and modern, will then be discussed comparatively to study our own culture and other cultures through the heroes who have been projected in literature.

Among the works to be read are *Gilgamesh*, *Beowulf*, *Antigone*, *Murder in the Cathedral*, *The Madwoman of Chaillot*, *One Flew Over the Cuckoo's Nest*, *Waiting for Godot*, *Light in August*, and *The Red Badge of Courage*. 3 semester hours

En 33 Modern British Fiction Literature

A study of Conrad, Joyce, Lawrence and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley. 3 semester hours

En 36 Development of the American Short Story

This course will trace the development of the American short story from its emergence in the literary-historical context of nineteenth century America to its maturity in the twentieth century. It will explore most intensively the writings of Poe, Hawthorne, James, and Hemingway, but will consider as well the contributions to the genre of Irving, Crane, and numerous other writers. 3 semester hours

En 37 Understanding Poetry I

Understanding Poetry is a course offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings will include selections from narrative, epic, and lyric poetry with concentration on shorter lyric poems. The course will include readings and discussions with visiting poets. 3 semester hours

En 38 Understanding Poetry II

Understanding Poetry II concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. 3 semester hours

En 45 Allegory and Fantasy

A genre study of prose works involving imaginary worlds, with focus on interpretation of landscape, symbol, and moral hierarchy. Authors studied may include A.A. Milne, Antoine de Saint-Exupéry, Kenneth Grahame, Lewis Carroll, Voltaire, Herman Melville, C.S. Lewis, J.R.R. Tolkien, Nathaniel Hawthorne, Franz Kafka, and Kurt Vonnegut, Jr. 3 semester hours

En 46 J.R.R. Tolkien

A study of the major works by J.R.R. Tolkien, including *The Silmarillion*, *The Lord of the Rings*, *The Hobbit*, *Farmer Giles of Ham*, *Smith of Wootton Major*, *Tree and Leaf*, and *The Adventures of Tom Bombadil*. We will consider also the biography by Humphrey Carpenter; source studies in Norse, Germanic, and Celtic mythologies and Arthurian literature; and critical studies by Kocher, Welms, Noel, and others. 3 semester hours

En 48 The Quest Hero

Interpretations of the quest hero and his journey through some of the major works of Western literature. Emphasis will be on such archetypal patterns as initiation, trial, descent to the underworld, death and rebirth, apotheosis. Authors studied may include Homer, Virgil, Dante, Cervantes, Fielding, Voltaire, Melville, Kafka, Hesse, Steinbeck. 3 semester hours

En 49 Literature of the Sea

This course will examine selected works of British and American authors who wrote narratives of adventures on the high seas. The principal genre represented will be fiction, but poetry and biography will also be included. Among the writers to be read will be Dana, Melville, Conrad, London, Coleridge, Poe, and D.H. Lawrence may also be represented. A field trip to the Mystic Seaport will be included. 3 semester hours

En 71 Studies in American Literature

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis will be placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers to be studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman. 3 semester hours

En 73 Trends in Contemporary British and American Literature

An examination of the changes which have taken place in British and American Literature since World War II. Although fiction will be the focal point of the course, attention will also be paid to poetry and drama. Among those authors who will be considered are: Norman Mailer, Kurt Vonnegut, Joseph Heller, William Golding, Kingsley Amis, C.P. Snow, and Doris Lessing. 3 semester hours

En 75 Modern American Novel

Significant novels that have appeared on the American literary scene since World War II. Works by Salinger, Bellow, Updike, Malamud, Roth, Brautigan, Barth, and others. 3 semester hours

En 80 The Holocaust

This humanities course will place primary emphasis on literature dealing with the Holocaust. The course will investigate one of the central events in human history: the systematic genocide of Jews and other groups in Europe (1933-1945). The central question of the course will be: how could it have happened? The course will seek to discover what the Holocaust may mean in our understanding of human nature, culture, and behavior (including creativity, love, and hope). Consideration will be given to the meaning of prejudice in general.

The readings will include the Book of Job (religion); Eva Fleischner, *Auschwitz: Beginning of a New Era?* (an inter-disciplinary symposium); Leslie Epstein, *King of the Jews* (fiction); Victor Frankl, *Man's Search for Meaning* (philosophy/psychology); Leon Poliakov, *Harvest of Hate* (cultural history); Jean-Paul Sartre, *Anti-Semite and Jew* (existential philosophy); Andre Schwarz-Bart, *The Last of the Just* (fiction); Isaac Bashevis Singer, *Enemies: A Love Story* (fiction); Elie Wiesel, *Night* (personal narrative) and *Dawn* (fiction); and Arnost Lustig, *Night and Hope* (fiction). 3 semester hours

En 94 Minority Literature: The American Scene

The class will read literature written by Black, Spanish-American, Indian, and Jewish authors. Through an exposure to minority literature the students should obtain a better understanding of the cultural heritage, problems and aspirations that are characteristic of ethnic groups. 3 semester hours

En 96 Women in Literature

The title of the course is intended not to define its limits but to widen the scope of literary appreciation by suggesting a new view of old works. Selections of great literature from medieval to modern times will be examined in terms of the current interest in women's rights; the degree to which literature has influenced the role of women will be considered throughout the semester. Authors include Chaucer, Shakespeare, Milton, Byron, Hawthorne, James, Ibsen, Lawrence and Woolf. 3 semester hours

En 97 Courtly Love in Literature

The concept of romantic love is traced from its origin in medieval love lyrics and courtly romances through other works of the Middle Ages, with reference to modern literature. 3 semester hours

En 98 Modern Women Writers

The course is a study of works by English and American women of the twentieth century, with particular emphasis on their efforts, in creating fictional characters, to understand and solve the problems faced by women in their various roles, especially when these and society's expectations conflict with their development as individuals. 3 semester hours

En 99 Intermediate Composition

This course is designed as an intermediate course in basic expository writing, particularly for second-semester sophomores who wish to work further than English 11 on their writing skills. Emphasis will be on the cultivation of an individual style adapted to the currently received standard of written English. 3 semester hours

En/W 100 Speech

An introduction to platform speaking. This course includes training and practice in the preparation and delivery of a speech. It also includes an introduction to the techniques of argumentation and persuasion. 3 semester hours

En/W 103-104 Creative Writing I & II

Designed to foster creativity and critical acumen through extensive exercises in the composition of verse, fiction, and drama. Both 103 and 104 are workshop courses and are recommended for the student who is making a first venture into the area of creative writing. In a normal sequence, 103 or 104 (or both 103 and 104) would be taken before the more specialized creative writing courses (106, 108, 110), though 103 and 104 are not, strictly speaking, considered to be prerequisites for the more specialized courses. 6 semester hours

En/W 105 Journalism

The goal of this course is to develop in the students the ability to write various types of clear, correct, interesting non-fiction, acceptable for publication.

3 semester hours

En/W 106 Creative Writing: Poetry

Basically this is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course will be devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration will be given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students will be advised how to prepare and submit manuscripts to publishers.

3 semester hours

En/W 107 Advanced Composition and Teaching Practicum

This course is designed for English education majors but is open to all students who wish to develop their own expository and creative writing skills while they master practical teaching skills by working with freshman composition students for an hour each week.

3 semester hours

En/W 108 Creative Writing: Fiction

For the student seeking an intensive workshop approach to the composition of fiction. Emphasis will be on the short story form, with some attention given to novella and full-length novel for students desiring to work in those forms. The course is mainly concerned with analysis of student manuscripts, though there will also be some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literary marketplace for fiction will also be discussed.

3 semester hours

En 109 Irish Literature

The purpose of this course will be to study the coming together of many apparently unrelated phenomena around the turn of the century to produce a unique and most unlikely phenomenon: The Irish Literary Renaissance.

Initially, the course pursues readings in Irish history to firmly establish the background against which the drama of the Renaissance was played. The founders of the Abbey Theatre (Yeats, Lady Gregory, Martyn) and the Abbey's greatest products (Synge and O'Casey) will be read. The flowering of a poetry inspired by peculiarly Irish feelings, and carried out by a peculiarly Irish genius will then be read (Yeats, Stephens, Colum, "A.E.", Clarke, Campbell and the '16 poets). In narrative prose, Joyce, Stephens, Moore, O'Kelly, MacNamara, O'Flaherty, O'Connor, O'Faolain, Lavin, and Beckett will be considered.

The course concludes with an evaluation of this Renaissance in terms of world literature, and a study of the literary descendants of the Revival (Behan, Johnston, Carroll, O'Brien, Macken, Kavanagh, McGahern, and others.)

3 semester hours

En 110 Creative Writing: Drama

For the student who desires a workshop approach to the composition of drama for the stage. Attention will be given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course will concentrate on analysis of student manuscripts, and there will also be some discussion of the work of major playwrights to illustrate various aspects of dramatic technique.

3 semester hours

En 111 Shakespeare I

A study of Shakespeare's earlier comedies and history plays. Works include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, *Richard II*, and *Henry IV, Part One*. *Romeo and Juliet* is also studied as an early tragedy.

3 semester hours

En 112 Shakespeare II

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*All's Well that Ends Well*, *Measure for Measure*), and romances (*The Tempest*).

3 semester hours

En 113 Inside Modern Drama

Selected readings from Ibsen to the present. The focus of the course will be on structural and thematic analysis of major modern plays. There will be special consideration of cultural movements from which the plays arise.

3 semester hours

En 114 The New Theater of Europe and America

A critical analysis of the contemporary drama from Beckett to the present. Topics for study will include: The Romantic Survival, Social Realism, Poetic Drama, Existential Drama, and Theatre of the Absurd. Particular emphasis will be placed on the role of the playwright as spokesman for his time. Trips to local theatres and to New York City will complement the class discussions. 3 semester hours

En 115 James Joyce's *Ulysses*

Analysis and interpretation of James Joyce's comic novel, *Ulysses*. Emphasis will be on intensive reading of the text and extensive reading of related criticism and scholarship.

Prerequisite: Reading of *Dubliners* and *A Portrait of the Artist as a Young Man*. 3 semester hours

En 116 Comedy

A survey of various forms of literary comedy from Aristophanes to Joseph Heller. Emphasis is on how comic writers use structure, character, tone and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and "black comedy." Writers include Shakespeare, Jonson, Moliere, Fielding, Voltaire, Shaw, Chekhov and Twain. 3 semester hours

En 121 Chaucer

The course will consist of a close reading, in middle English, of Chaucer's major work, *The Canterbury Tales*. Classes include discussions of the themes, characterizations, literary genres, philosophical concepts, stylistic techniques, and pure charm of this monument of Western literature. Although background material will be provided or assigned as necessary, concentration will be on the text itself rather than on critical or historical commentary. 3 semester hours

En 122 The Adolescent in Literature (Coming of Age in Literature)

This course addresses itself to two major concerns: preparation for those who intend to teach English in high school, and a study of the evolution of the idea of adolescence and the appearance of the "adolescent" in literature. Some works studied are: *Antigone*; *Henry IV, Parts I and II*; *Romeo and Juliet*; *Diary of Anne Frank*, "Almos' a Man," *Rasselas*. 3 semester hours

En 129 Renaissance Literature

This course surveys eight to ten major Renaissance authors from the fourteenth through sixteenth centuries, chosen from the following: Ariosto, Boccaccio, Castiglione, Cellini, Cervantes, Dante, Erasmus, Machiavelli, Marlowe, Montaigne, Thomas More, Petrarch, Rabelais, Raleigh, Shakespeare, Sidney, and Spenser. Most works are in prose; a few are drama or poetry. Foreign literature is in translation. We will discuss historical perspectives, rhetorical strategies and literary styles, genres, and traditions — but primarily we will try to compare, through these authors, modern and Renaissance approaches to more durable questions, to the search for meaning and value in self, others, literature, society, religious belief. Students can pursue further studies of individual authors independently within the context of the course. 3 semester hours

En 131 Seventeenth Century Literature

A selective survey of seventeenth century English literature which includes the drama, poetry and prose of the century with emphasis on dominant themes in the literature. Selected works from: Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys and Dryden. 3 semester hours

En 132 Milton

The study of the development of a poetic genius. The course proceeds from Milton's early poems, through his controversial prose, to his mature masterpieces: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. 3 semester hours

En 135 The Victorian Revolt

A literary portrait of England in the nineteenth century. Selected novels of Dickens, Thackeray, Bronte, Butler and Hardy recreate the human dramas in a turbulent period; selected prose of Carlyle, Mill, Newman, Arnold, Ruskin, Darwin, and Huxley present the drama of ideas in the harsh climate of cultural change. 3 semester hours

En 137 Major 19th Century British Authors

From Lord Byron to Thomas Hardy: The imaginative landscapes of selected nineteenth century British novelists and poets will be examined for their aesthetic, cultural, and psychological dimensions. 3 semester hours

En 141 Film and Literature

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form.

3 semester hours

En 143 Eighteenth Century Literature

A selective survey of eighteenth century English literature which includes both The Age of Pope and The Age of Johnson. Authors studied include Pope, Swift, Fielding, Defoe, Richardson, Sterne, Collins, Gray, Johnson, Boswell, Goldsmith, Burns, and Blake.

3 semester hours

En 152 The Romantic Movement

The study of the English Romantic poets and the "revolution" they caused in literature. A close reading of the poems of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention is also given to the literary theories propounded in their prose writings.

3 semester hours

En 161 Comparative Literature

An introduction for the English major to other literatures. A study of Greek (the *Odyssey*, *The Oresteia*), Latin (the *Aeneid*) and medieval Italian writings (*The Divine Comedy*) provides a necessary background for appreciating our own great writers. Profitable comparisons can then be made with more recent works: *War and Peace*, *Crime and Punishment*, *The Phaedra*, *The Plague*, *Faustus*, *Metamorphosis*. Contemporary writings will also be considered.

3 semester hours

En 163-164 Development of the British Novel

An intensive study of the British novel as it has developed over the course of the last three centuries. Both formal and thematic aspects of the novel are considered in terms of their historical evolution. In the first semester, novelists from Bunyan to Dickens are studied, while the second semester deals with selected novels from Hardy to C.P. Snow.

6 semester hours

En 167 Modern Poets and Belief

A reading of Yeats, Hopkins, Eliot, Frost, and Stevens. These poets — important in themselves — adopt various strategies in confronting the modern industrial and technological world. Their individual "beliefs" offer "a momentary stay against confusion" and provide striking contrasts.

3 semester hours

En 168 Modern Poetry: Yeats to the Present

The focus of this course is on major trends in twentieth-century poetry. Special attention will be given to Yeats, Eliot, Auden, Frost, Stevens, Thomas, Williams, and Ferlinghetti.

3 semester hours

En 170 Myth in American Literature

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics to be considered are the nature and genesis of myth, and the function of myth for the individual in the search for meaning and for the community in its search for collective meaning.

These ideas will then be applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, the Coming of the Tragic Hero, and Rebirth and Redemption.

Among the American authors to be read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut.

3 semester hours

En 171 Colonial American Literature

This course is divided into three phases: Colonial literature (1607-1765), the literature of the Revolutionary Age (1765-1790), and the Literature of the Early National Period (1790-1830). The first phase is primarily an examination of the Puritan writers and their ideational literature. The second examines the literature. The emphasis of the course will be on the Early National Period and the major works of Brown, Irving, Bryant, Freneau and Cooper.

3 semester hours

En 172 American Romanticism

Starting with a discussion of Romanticism in general as an intellectual and historical movement, the course looks in depth into one of the most fertile periods of American literature, the American Renaissance (1830-1865). Emphasis will be placed on the divergent qualities of such romantics as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.

3 semester hours

En 173 American Literature: 1865-1920

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser and others.

3 semester hours

En 174 American Literature: 1920-1950

The development of the modern American writer will be traced from the post World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow and others.

3 semester hours

En 175 American Literature: 1950-1980

Significant developments in American fiction and poetry from the period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others.

3 semester hours

En 176 American Novel

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., will be examined during the semester.

3 semester hours

En 181 Descriptive English Linguistics

Introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English: its grammatical structure, its sound and spelling systems, its vocabulary, and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view, and special emphasis will be given to the application of linguistic knowledge to the teaching of the language arts, including composition and stylistic analysis.

3 semester hours

**En 182 Transformational Grammar and
The History of The English Language**

This course will cover principally two linguistic fields: transformational grammar and the history of the English language. Students will learn how transformational grammar was initially conceived by Noam Chomsky and how it has been modified into a system concerned with the relation between deep structure and surface structure since the development of Chomsky's *Aspects* model. The students will, in examining the history of the English language, learn how modern applications of these fields will be linked with an examination of semantics and stylistics.

3 semester hours

En/W 190 Senior Seminar in Writing

This course is designed for seniors in the Writing Program. For the seminar, students will prepare an extended writing project (a series of short stories, a collection of poems, a full-length play or television script, an extensive piece of journalism, or any such project approved by the seminar director), and the completed work will be read and criticized by three members of the writing staff. In a series of workshops and colloquia, the students will also have an opportunity to meet with professional writers for discussions of problems and issues related to writing, publication, and the life of the writer in the modern world. Under normal circumstances, this is a required course for all seniors registered in the Writing Program.

3 semester hours

En 195-196 Topics in American Literature

Specialized courses and seminars.

3 semester hours

En 196.1 Seminar: Melville's Search for Meaning

This study of Herman Melville's major prose works will focus on the writer's search for an enduring meaning and sense of purpose in existence. The works will be read developmentally, in chronological order (from *Typee* to *Billy Budd*), and will concentrate on Melville's search for existential satisfaction.

3 semester hours

En 197-198 Topics in English Literature

Specialized courses and seminars.

3 semester hours

Film

(See *Fine Arts*)

Department of

Fine Arts**Professor:** Emerich**Associate Professors:** Eliasoph, Gish,
O. Grossman (*Chair*), Heath**Assistant Professors:** Minardi, Sax**Lecturers:** Borck-Hart, Coyne-Maxwell,
E. Mutrux, R. Mutrux, Ress, I. Ryan, Scippa,
Sill, Steinman, Zingarelli

The Fine Arts Department offers major options in art history, general art, music, and theatre. There is a minor in communications/theatre, as well as minors in the options. All minors are 18 credits. For information concerning the various programs, consult the professors listed below:

Art:	Philip Eliasoph
Communications:	Cathleen Minardi
Music:	Orin Grossman
Theatre:	Robert Emerich

Students who concentrate or minor in the fine arts are also eligible for internship programs (Fa 156). Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the University Theatre and Special Events Office, local galleries, museums, historical societies, and television and radio stations.

In addition to its regular courses the Department sponsors a number of performing groups and organizations. The chamber orchestra and chamber singers are both one credit activities. Each of these groups gives a concert each term.

The Department also sponsors the Fairfield University Theatre under the artistic directorship of Professor Robert Emerich.

All fine arts courses satisfy the core and general elective requirements. Students enrolling in Fa 20 (Dance), Fa 10 (Orchestra) or Fa 40 (Chamber Singers) may take these courses for three terms to get credit as one core course.

Studio art courses and film courses require a materials fee. Students enrolling in these courses will be billed as follows:

All courses *except* Fa 134, Fa 135, Fa 136, Fa 138:

\$25 per student per course.

Fa 134, Fa 135, Fa 136, Fa 138:

\$15 per student per course.

I. ART AND ART HISTORY

The program in *Art and Art History*, consistent with the humanistic traditions of Fairfield University, offers students the opportunity to study the traditions of art as a major vehicle for human thought and expression. The option in art history focuses on man's visual heritage through a series of courses presenting the styles and themes of Western culture. Art history is an excellent discipline in preparation for a career in museum work, arts administration, advertising and the visual arts, teaching, or commercial galleries and auction houses. In order to provide students with practical experience, a number of internships in these areas are available to qualified students. The program emphasizes direct student contact with works of art through a series of museum and gallery visits to New York City and New Haven.

A. Art History

All students opting for Art History are required to take 33 credits as follows:

1. Fa 101-102, Introduction to Art I and II
6 credits
2. Any two studio art classes from those offered (drawing, painting, sculpture)
6 credits
3. Any six upper level art history courses
18 credits
4. An independent study project or internship during the senior year
3 credits

B. General Art (includes Art History and Studio Art)

This concentration offers a balance between art history and studio art. Students enrolled in general art will receive a foundation in art history which provides a strong theoretical base to reinforce practical and technical skills taught in the studio. Students in the general art option assist in mounting of exhibits, organizing art catalogues and related tasks. Selected students serve internships at local museums and galleries, studios, etc.

Those opting for general art take 33 credits as follows:

1. Fa 101-102, Introduction to Art I and II 6 credits
 2. Fa 175, Basic Design and Fa 177, Drawing 6 credits
 3. Any three studio art courses offered in the Department in painting, drawing, sculpture 9 credits
 4. Any three upper level art history courses 9 credits
 5. One internship or independent study project 3 credits
- Major 33 credits

A minor in art is offered for students who want to incorporate their knowledge of the visual arts with major fields of interest. For example, the minor would be beneficial to a career in marketing, advertising, journalism, communications, history, merchandising, or any profession requiring an insight into the visual image. The minor is 18 credits. The specific courses will vary with student needs and interests.

Art History

Fa 101 Introduction to Art I

This course presents the history of art from its prehistoric beginnings to the highly developed forms of painting, sculpture and architecture of the Gothic Age. In this survey from the caves to the cathedrals, we find how each civilization of the ancient and medieval world developed innovative techniques and artistic methods. This course teaches the basic concepts required for an understanding of prehistoric, Egyptian, Mesopotamian, Greek, Roman and Early Christian art. Includes visits to major New York art museums. 3 semester hours

Fa 102 Introduction to Art II*

This course presents a survey of Western art from the early Renaissance through the modern age. Masterpieces of art are used to illustrate the social, spiritual, political, and aesthetic issues of each nation. This course introduces the basic works of art, themes and terminologies necessary for appreciating and understanding the visual arts. Includes visits to major art museums and collections. *Fa 101-102 may be taken as a full-year course or as two separate courses. 3 semester hours

Fa 140 Classical Art of Greece and Rome

Course begins with the archaic period in seventh century Greece and follows the perfection of human and architectural forms in classical Athens and Rome. Classical art is discussed in relation to pagan mythology and religion. Out of the superstitious darkness of the ancient world we learn in fifth century Athens that "man is the measure of all things." 3 semester hours

Fa 141 Art of the Medieval World

Continuity and change in Christian Art from the catacombs through the building of the great Gothic cathedrals. Byzantine and Romanesque monuments are also included. Painting, the decorative arts, precious masterpieces of church, state, and castle will be examined. There will be a field trip to the Cloisters, medieval branch of the Metropolitan Museum of Art, to study from the original. 3 semester hours

Fa 143 Renaissance Art

In its painting, architecture, and sculpture, we discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of dukes and kings.

3 semester hours

Fa 144 Baroque Art

The shift from a terracentric to a heliocentric universe is demonstrated in the dynamic expressions of Baroque art. Through the art of Caravaggio and Rembrandt we sense a revolutionary painting style which probes human emotions and studies the psyche. In the exhilarating sculpture of Bernini the viewer enters into the artist's senses through a virtuoso display of color, light and plastic form. The architectural fantasies of Guarini, Longhena, and Borromini project some of the most exotic monuments and interiors of European civilization. The course attempts to explain how the visual arts reacted and reflected the theological and political upheavals of the 17th and 18th centuries.

3 semester hours

Fa 145 Romanticism in the 18th and 19th Centuries

The course will uncover the varieties of Romanticism in Germany, England, France, and America, from the Rococo period to Impressionism. We will explore the Neo-Classical, the Pre-Raphaelite, the Realistic and the Impressionistic styles of the Romantic movement by looking at such artists as David, Rossetti, Goya, Turner, Friedrich, and Delacroix. The course is intended to provide a basis for examining paintings of the 20th century.

3 semester hours

Fa 146 Modern Art

The shifting styles and currents of modern art are studied from the realist Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physic of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 1980's telling us about our contemporary world?"

3 semester hours

Fa 147 Impressionism and Post-Impressionism

A study of the 19th century French art movement which revolutionized painting. Monet, Manet, Renoir, and Pissaro will be covered along with their contemporaries in Paris. Their students and followers, the Post-Impressionists with their innovations, will also be included. Museum trips to study original works.

3 semester hours

Fa 148 World Architecture

The major buildings and cities of the Western world, and why and how they were erected. The course concentrates on the influence of economics, sociology, psychology, and the environment on the art of building throughout history. We will also consider the engineering aspects of architecture as they developed with special emphasis on the present. The course is intended to develop an appreciation and enjoyment of architecture.

3 semester hours

Fa 149 American Architecture

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We will examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis will be placed on the architecture of today.

The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society.

3 semester hours

Fa 150 The Decorative Arts: An Introduction

A survey of major historical styles in the decorative arts. Domestic architecture of corresponding periods will also be emphasized. Study from original buildings, antiques, private collections. Essential for students interested in historical restoration and preservation, art and antique collecting. Field trips.

3 semester hours

Fa 151 Art and Mass Communication

An examination of "image" and its purpose. Our aim is to analyze the impact of art on society, the economy, politics, and the individual. Using a thematic approach, we will examine the artist's image with an emphasis on the role of signs and symbols throughout history. In addition, we will look at the development of communications media such as film, TV, radio, and the press. The course should serve as a theoretical introduction to the value and use of art in the communications industry.

3 semester hours

Fa 152 Art in America: Colonial and Early Republic

The art of colonial America and the Early Republic from the 17th century Pilgrim settlements through the days of the founding fathers; Jefferson's original architecture, the elegant Federal and Neo-Classic periods up to the Civil War will be included. Architecture, painting, sculpture, and the decorative arts will be considered. Field trips and research projects based on original New England buildings, as well as paintings, furniture, etc., in public and private collections. Useful for students interested in American culture, historic restoration/preservation, collecting. Coordinated internship available to qualified students.

3 semester hours

Fa 153 American Art: 19th and 20th Centuries

This course looks at American art and civilization from the early 1800's to the present. Unifying national myths are examined in the artistic portrayals of America's heroes from Lincoln to Robert Redford. Special attention is given to the American artist's search for a distinctive national style.

Fa 154 Political Art: From Ramses to Reagan

An examination of the representation of social and political events in Western art history from ancient Egypt to the contemporary presidency. An attempt is made to analyze the positive and negative effects of political artists/commentators on the course of events. Students will be asked to develop interdisciplinary projects connecting editorial cartoons, propaganda imagery, and agitprop posters to key events, such as the French and Bolshevik Revolutions, World Wars I and II, the Vietnam conflict, Civil Rights, and the issues of the morning newspaper. Recommended for students interested in the uses and abuses of art in international communications, advertising, and political campaigning.

3 semester hours

Fa 156 Internships

The Department has been expanding its internship programs. Fine Arts students who are concentrating or minoring in the various areas may serve as an intern at such places as art museums, historical societies, galleries, T.V. or radio stations, publicity and special events offices, etc.

3 semester hours

Fa 199 Independent Research in Art History

Students completing their course work in Art History may elect to take a semester for the completion of an independent research project. Content and structure will be done in collaboration with the supervising faculty from Art History. Interested students are asked to propose a topic when registering for the course.

3 semester hours

Studio Art

The Studio Program at Fairfield offers a number of interrelated, equally important courses. Subjects include drawing, painting, sculpture, design, and photography, materials and tools, and exercises in form, color, aesthetics, and concepts. The courses are designed to promote optical and tactical sensitivity, manual dexterity and a clear understanding of creative processes. All Studio courses are open without prerequisites except Fa 174.

Note: Fa 171-172 and Fa 191-192 *must be taken* for the full year.

Fa 171-172 Introduction to Drawing and Painting

A course designed for beginner and intermediate students in the basic skills of drawing, painting, and *seeing*. Class work and outside assignments will be directed towards developing each student's unique and particular style of visual expression.

6 semester hours

Fa 173 Pastel/Painting

The technique of pastel/painting is used to enable the student to combine the practical elements of drawing and painting. Specific studio assignments will develop an understanding of color, texture, organization and attitude toward subject matter.

3 semester hours

Fa 174 Seminar in Painting

This is a tutorial for art majors and students with some previous background. Independent projects in drawing and painting are structured for each student. Critiques and discussion of the work of major artists comprise a regular part of the format. Permission to enter this course must come from the supervising professor.

3 semester hours

Fa 175 Basic Design

This introductory course to the visual arts involves practice with problems of color, line, and spatial organization of form and image. Regular critique of the student's work is an integral part of the course. For beginner and intermediate.

3 semester hours

Fa 176 Design II

The course of study expands the uses of line and form, and the impact of color and spatial organization to develop the student's appreciation of the elements that commonly unite the interest of artist and viewer. This course can be taken independent of Basic Design, or as a companion course.

3 semester hours

Fa 177 Creative and Technical Aspects of Drawing for Beginner and Intermediate

Principles of form, line, and spatial composition are regularly stressed, as are attitudes towards subject matter. This course approaches drawing as a basic organizer of seeing, thinking, and feeling.

3 semester hours

Fa 178 Creative and Technical Aspects of Drawing for Beginner and Intermediate

A further exploration (see Fa 177) in drawing leading to a personal development of technical skills. This course can be taken independently of Fa 177.

3 semester hours

Fa 179 Figure Drawing

Drawing from life: the study of rhythm, gesture and mass will develop the student's ability to draw the human figure in action and repose.

3 semester hours

Fa 191-192 Sculpture I

Head and figure sculpture. In the first semester we learn how to model portrait and figure in clay and then cast the sculpture in plaster. In the second semester we undertake more complex and larger figure sculptures, both in clay and in direct plaster. We also learn more complex casting procedures.

6 semester hours

Fa 193 Techniques of Photography

An introductory course in black and white photography for the serious beginner, covering camera formats, aperture and shutter controls, exposure, film development, enlarging and printing, contrast controls, and dodging and burning techniques. Extensive time will be devoted to darkroom methods with individual assistance. Historical and contemporary work will be shown to increase visual awareness, to add an historical perspective to photographic aesthetics and to provide the student with the means of critiquing his or her own work. A 35 mm camera is required. Class size is limited to 16.

3 semester hours

Fa 194 Three-Dimensional Design

Modern ideas in sculpture: mobiles, plastics, wood constructions, found-object sculpture, wire with plastic metals, direct plaster, soft sculpture.

3 semester hours

Fa 196 Visual Design for Communication

A basic course in the application of design theory to problems of visual communication. It provides students with their first experience in applied design. This course develops proficiency in the language of visual form: craftsmanship, visual sensitivity and problem-solving are emphasized. A useful course for students interested in the practical techniques of television and media graphics.

3 semester hours

II. COMMUNICATIONS/THEATRE

The academic year 1982-83 marks the beginning of a Communications/Theatre program within the Fine Arts Department. There is available at present a minor (18 credits) in Communications/Theatre as follows:

Six hours from the following basic courses: Fa 108, 109, 130, 134.

At least three hours from the following theatre courses: Fa 100, 104, 105, 106, 107, 108.

Nine hours from a wide variety of Fine Arts and interdisciplinary courses stressing either theatre, radio, film, television, journalism, etc. Consult Dr. Minardi for further information.

There is an option (30 credits) in Theatre. This program aims at a balance between literature courses and practical courses in the writing, directing and production of plays. Students will have the opportunity to participate in Playhouse productions and receive academic credit for theatre work. Consult Professor Emerich for further information.

Fa 20 Dance Workshop

This course introduces students to the basic principles of gesture and movement which have characterized dance in the 20th century.

1 semester hour

Fa 100 Introduction to the Theatre

A selective and critical study of the development of world theatre. The aim is to discover the varying functions of drama as man searches for self-realization through myth, mystery and reason. Selected readings from Greek, Roman, Renaissance and Modern drama.

3 semester hours

Fa 104 Stage Craft I (Playhouse)

Historical overview of the use of scene design and scenery in the theatre from its beginning to the present. Basic techniques of set design and execution, scenery construction, rigging for today's theatre. Students will be required to apply classroom work toward the completion of a design project. They will also participate in theatre productions.

3 semester hours

Fa 105 Stage Craft II (Playhouse)

The effect of light and color on the stage, from the first use of artificial light to the present. The course will stress the basic elements of lighting design and execution, designing the lighting plot, working drawings, scenic painting, color media. Students will be required to complete a design project and will participate in theatre productions.

Note: Fa 104 is supplemented by Fa 105 but is not a prerequisite

3 semester hours

Fa 106 Speech and Movement I

Techniques and training in self-expression through voice and movement. The study of voice production, control and diction along with body language as fundamental to human communication.

3 semester hours

Fa 107 Speech and Movement II

Communication of the persuasive and creative self. Confidence in performance before an audience. The voice and body as the instruments of the creative and persuasive processes. (Fa 106 not required).

3 semester hours

Fa 108 Communications Media

The basic requirements and vocabulary for a career in communications. This course is designed for those who may consider a career in television, film, journalism or theatre.

3 semester hours

Fa 109 (Co 191) Mass Communications

An examination of the impact and influence of mass communication systems (radio, television, film, newspapers, magazines, book publishing), including organizational systems, government regulation, ethical responsibility, advertising, First Amendment issues, and historical overview.

3 semester hours

Fa 110 Acting Basics

Instruction in body movement, mime and dance as the creative expression of thought and action. Also, the study of voice production control, and diction. Various hours.

3 semester hours

Fa 111 Creative Writing for the Media

An intensive study of preparing the scenario, plotting, structure and characterization. The student begins by writing simple pantomimes and through a variety of exercises is led to complete a scenario for a major work for television film or theatre.

3 semester hours

Fa 113 Writing for Radio

Basic radio and television format techniques emphasizing the writing of non-dramatic messages including commercials, public service announcements, continuity, news, sports, features, actualities, editorials, commentary and documentary material.

3 semester hours

Fa 114 The Elizabethans

An interpretive study of the meaning and significance of the Renaissance by the examination of a selected list of plays including the works of Shakespeare, Marlowe, Jonson and others.

3 semester hours

Fa 120 Modern European Theatre

An analysis of the content, form and style of Europe's most prominent 20th century playwrights. A study of their influence on the development of drama to evaluate their relevance to the contemporary scene. Play readings from Ibsen to Pinter.

3 semester hours

Fa 122 American Drama in the Twentieth Century

A study to discover the special problems of the American playwright in his/her efforts to reflect our society and his/her role of social critic.

3 semester hours

Fa 125 American Drama

The development of American theatre through the 19th and 20th centuries. Study and analysis of the special problems affecting the development and changes in American society as seen through American theatre production. Study includes American playwrights, filmmakers, composers and lyricists.

3 semester hours

Fa 129 (Co 187) Radio Production & Sound Techniques

Basic production format and recording techniques relating to radio, television, and film sound. Students will produce simple exercises designed to develop appropriate skills necessary to implement and disseminate messages over a technological medium. Students will achieve a basic skill in recording (both studio and remote), reporting and reading on air, and basic skills in editing.

3 semester hours

Fa 130 (Co 182) Introduction to Radio/Television Production

Introduction to the fundamentals of radio and television production and basic performance techniques, including familiarization with television studio, control room, broadcast equipment, lighting, microphone techniques, production crew functions, graphics, cue cards, lenses, and performance and production exercises. *3 semester hours*

Fa 131 (Co 189) Television Production

Simple lab production exercises designed to familiarize the student with fundamental production techniques. This course further develops and continues the basic skills initiated in Introduction to Radio/TV Production and Radio Production & Sound Techniques. The course will also include small format video, electronic editing, and electronic newsgathering techniques. *3 semester hours*

Fa 132 (Co 185) Special Topics in Communication

An in-depth examination of a single issue, problem, or subject related to radio, television, or other mass communication systems. Topics will be announced at time of registration. *3 semester hours*

Fa 134 (Co 184) Art of Film Communication

A survey of the influence of film in society as a communications medium. The course will cover such topics as technological development, camera movement, lenses, angles, lighting, mise-en-scene, sound, animation, experimental, documentary, minority images, social issues, censorship, and film theory. The course will be an overview of the art of film as related to realistic and expressionistic film theories. *3 semester hours*

Fa 135 History of Film

The study of film with emphasis on the origin and development of the techniques of motion picture production, emergence of sound, critical analysis and discussion of selected historical and contemporary films, paying particular attention to the most notable themes and transitions in film history. *3 semester hours*

Fa 136 Special Topics in Film

Each year this course will examine a different aspect of film history. The course may concentrate on a specific genre (the Western, the comedy, etc.) or the broader social problems reflected in films. The topics for a particular year will be posted before registration. *3 semester hours*

Fa 138 The Foreign Film

The course will survey the foreign cinema paying particular attention to the directors and films of Germany, France, Spain, and Italy. *3 semester hours*

Fa 139 Film Production

A workshop course designed to provide the student with the fundamental knowledge and skill necessary for film-making. The initial focus of the course is on the development of terminology, the second on the development of technique, the third knowledge of current professional practices in film-making. Students will produce their own films. No camera is required. *3 semester hours*

Fa 151 Art and Mass Communication

An examination of "image" and its purpose. Our aim is to analyze the impact of art on society, the economy, politics and the individual. Using a thematic approach, we will examine the artist's image with an emphasis on the role of signs and symbols throughout history. In addition, we will look at the development of communications media such as film, TV, radio and the press. The course should serve as a theoretical introduction to the value and use of art in communications. *3 semester hours*

Fa 193 Techniques of Photography

An introductory course in black and white photography for the serious beginner, covering camera formats, aperture and shutter controls, exposure, film development, enlarging and printing, contrast controls, and dodging and burning techniques. Extensive time will be devoted to darkroom methods with individual assistance. Historical and contemporary work will be shown to increase visual awareness, to add an historical perspective to photographic aesthetics and to provide the student with the means of criticizing his or her own work. A 35 mm camera is required. *3 semester hours*

Fa 196 Visual Design for Communication

A basic course in the application of design theory to problems of visual communications. It provides students with their first experience in applied design. This course develops proficiency in the language of visual form: craftsmanship, visual sensitivity and problem-solving are emphasized. A useful course for students interested in the practical techniques of television and media graphics. *3 semester hours*

III. MUSIC

The student opting for music must fulfill the following requirements:

1. take six required courses: Fa 159, 161, 180, 181, 182, 183
2. take three of the following courses: Fa 157, 158, 162, 166, 167
3. take one of the following courses: Fa 163, 165, 169
4. take two semesters of Fine Arts courses *outside of music*
5. Demonstrate a minimum level of competence on an instrument or voice. This level of competence can be developed in the performance courses, Fa 10, Fa 40, Fa 159, or Fa 184-185

There are no prerequisites to any music history course. Fa 180, 181, 182, and 183 constitute a cycle of four semesters of theory. Many students, including *all* music minors, take one year of theory (Fa 180, 181), although Fa 180 may be taken alone.

A. Music History

Fa 157 History of Choral Music

Choral music can provide the non-musician, as well as the musician, a glimpse of some of the most beautiful music ever written. This course is a survey of music for the choral medium. We will study music from the Renaissance to the twentieth century in the major categories of choral compositions. No previous knowledge of music is required.

3 semester hours

Fa 158 Bach and Beethoven

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of Baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who more than any other represents the struggle for artistic truth.

3 semester hours

Fa 161 Introduction to Music

This course assumes no knowledge of music. Through listening to live and recorded music, it enhances the student's enjoyment and understanding of music. An overview of the history of music, stressing the relationship between the art of music and the history of man.

3 semester hours

Fa 162 Nineteenth Century Romanticism in Music

A comprehensive survey of the nineteenth century Romanticism in music. The music of the Romantic era contains some of the richest masterpieces in music history. In addition to the music of Beethoven, Chopin, Verdi, Wagner, etc., the course will consider the relationship between music and the other arts.

3 semester hours

Fa 163 Popular Music in America

Few countries have so vital and strong a tradition of popular music as the United States. Enriched by the music of many ethnic groups, popular music actually encompasses many traditions. This course begins with some of the entertainments of the nineteenth century — minstrel shows, early vaudeville — and continues with the various popular styles of the twentieth century. Special attention will be given to the social values and attitudes which the music promotes or reflects.

3 semester hours

Fa 165 Music Drama, Moving People

This course examines the theatrical music performed on various kinds of stages. Rock and roll, jazz, the American musical, operas, and ballet will be studied from several perspectives. We will delve into their roots and growth. We will learn how each genre reflects its society. We will find out the power each has to move people politically, socially, intellectually, emotionally, and sexually.

3 semester hours

Fa 166 Music of the Twentieth Century

This course is an introduction to the mainstreams of music of our time. We begin with Debussy, Ravel and the French moderns. After investigating the music of Stravinsky, Bartok, and other European composers, we will conclude with such modern trends as electronic music, film music, jazz, and rock.

3 semester hours

Fa 167 Music of Classical Era

During the Classical era (about 1750 to 1830) music shifted from an aristocratic concern to the favorite popular art of the middle class. The course will examine the lives and music of the three most important composers of this period — Haydn, Mozart, and Beethoven. *3 semester hours*

Fa 169 American Music

The United States has a rich musical tradition of its own. This course begins with Indian songs and chants, New England Psalm-singing, and early Southern hymns. We continue with music by Foster, Ives, Copland, and Gershwin. Special emphasis is placed on jazz as America's great musical art form. *3 semester hours*

B. Music Theory**Fa 180 Rudiments of Music**

This course will introduce students to the basic concepts of music theory. Beginning with the notation of pitch and rhythm the course investigates the major and minor key systems, intervals, chord construction, transposition, the notation of melodies, etc. This course has no prerequisites and presupposes no knowledge of music theory. *3 semester hours*

Fa 181 The Anatomy of Music

This course is a continuation of Fa 180, Rudiments of Music. We will continue to build a theoretical foundation by studying 7th chords, part-writing, chromatic harmony, etc. We will also apply these skills by analyzing a number of classical and popular scores. Those interested in writing original music will have an opportunity to do so. Some methods of ear-training will be discussed. Prerequisite: Fa 180 or permission of instructor. *3 semester hours*

Fa 182 Basic Harmony and Musicianship

This course builds on the theoretical foundation of Fa 180 and 181. The student will develop musical skills by analyzing scores of classical and popular music, doing theory and ear-training exercises, and composing original pieces. Prerequisites: Fa 180 and 181 or permission of the instructor. *3 semester hours*

Fa 183 Techniques of Orchestrating and Arranging

This course completes the cycle of theory courses. An important task facing the musician is the arranging of songs from a simple piano or piano-vocal scores to a full composition. This course investigates some techniques of arranging by a study of classical and popular scores and by arranging original compositions. Prerequisites: Fa 180 and 181 or permission of the instructor. *3 semester hours*

C. Performance**Fa 10 Orchestra**

Students will have an opportunity to play in a University-based chamber orchestra and receive one credit per term. The Orchestra plans two public concerts each year — one each term. In addition, students will be introduced to a variety of orchestral music and a variety of orchestral techniques. *1 semester hour*

Fa 40 Chamber Singers

A mixed choral ensemble dedicated to the learning and performing of significant choral repertoire. Some work will be performed in conjunction with the University Orchestra. Membership by interview only. *1 semester hour*

Fa 159 Performance Workshop (Chamber music)

This course is designed for students who play an instrument and read music and would like an opportunity to study and rehearse, under supervision, music for small groups. Enrollment is limited, and permission of the instructor is required. *3 semester hours*

Fa 184-185 Applied Music (Various Instruments)

The department provides instruction for majors and non-majors alike in piano, flute, guitar, and a variety of other instruments either for credit as a sixth course or for no credit. This instruction carries an extra charge above tuition and usually involves one hour lesson per week at a time arranged with the instructor. Interested students should see a member of the Music Department during the first week of the term. *3 semester hours*

French

(See Modern Languages)

German

(See Modern Languages)

Program in
Greek and Roman Studies

Professors: Kelley, Rosivach (*Director*)
Liaison Faculty: Long (*Philosophy*)

The basic courses provided by Greek and Roman Studies aim at securing the proficiency in the Latin and Greek languages indispensable for a firsthand scholarly examination of classical antiquity. The "B.A. with Classics" program, comprising two years of Latin and Greek, seeks to give students who will major in a field other than classics as wide a background in classical antiquity as time will permit both as an aid to their general cultural education and to assist them in their own major fields. The Department also makes available as a general service to the University courses both in English and the original languages for those interested in various specific aspects of classical antiquity.



Classical Civilization

CI 101 Greek Tragedy in Translation

An intensive study in translation of the surviving works of Aeschylus, Sophocles, and Euripides. (A knowledge of Greek is not required.)

3 semester hours

CI 108 Roman Religion

Study of the religious beliefs and practices of the Romans during the Republic and early empire. (A knowledge of Latin is not required.)

3 semester hours

CL 115 Greek Civilization

A study of the Greek experience, of the social and cultural values, political institutions and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. (A knowledge of Greek is not required.)

3 semester hours

CL 116 Roman Civilization

A study of Roman history through the prism of the first century B.C., the period of the collapse of the Republic and the establishment of the Empire. We will try to understand how this fundamental change occurred, how it was conditioned by Rome's earlier history and how that earlier history was in turn reinterpreted by the Romans themselves in the light of first century events, and finally how these events affected subsequent Roman history in the first centuries A.D. (A knowledge of Latin is not required.)

3 semester hours

CI 101 may be taken to fulfill the sophomore English core requirement.

CI 115-CI 116 may be taken to fulfill the core requirement in history.

Greek

Gr 11 Elementary Attic Greek

Grammar or Attic Greek; readings in easier authors to develop a practical reading knowledge of ancient Greek.

3 semester hours

Gr 21-22 Intermediate Greek Readings

Intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature.

6 semester hours

Gr 125-126 Advanced Greek Readings

Extensive readings of selected works of ancient Greek literature. Prerequisite Gr 21-22.

6 semester hours

Latin

La 11 Basic Latin

Intensive study of Latin grammar. Students who complete this course will normally continue in La 21-22. 3 semester hours

La 21-22 Readings in Latin Prose & Poetry

For students with a background of high school Latin or its equivalent, this course attempts to fill out that background by extensive readings in the principal authors and genres not read in high school. 6 semester hours

La 133 Roman Elegy

Reading and analysis of the poetry of Tibullus and the Tibullan corpus, Propertius and Ovid. 3 semester hours

La 139 Augustine's *Libri Confessionum*

Study of both the Latinity of Augustine and the philosophical implications of the *Libri Confessionum*. 3 semester hours

La 142 The Philosophy of Seneca

A study of Roman Stoicism through the works of Seneca, especially the *Epistulae Morales*. 3 semester hours

La 144 Roman Comedy

Study of the plays of Plautus and Terence, in the original and in translation, with emphasis on the dramatic and theatrical aspects of the plays. 3 semester hours

La 146 Vergil

Study of *Aeneid* 7-12, *Eclogues*, and *Georgics*. 3 semester hours

Department of History

Professors: Buczek, M. McCarthy

Associate Professor: DeAngelis (*Chair*)

Assistant Professors: Abbott, Baehr, Costello, Davis, Kazura, J. Murphy, Petry

Courses offered by the Department of History are designed to develop insights and a sense of perspective in the study of the human past. All fields of concentration within the discipline will also appeal to those who, while not majoring in history, desire a broad cultural basis for their specific concentration in government, the study of law, foreign service, teaching, and allied professions.

For history majors there are no "allied courses" required other than the "core curriculum." For a B.A. degree in history, the major must complete at least 24 upper division credits — eight single semester courses bearing three-digit numbers in the catalogue. A major is expected to have as broad a selection of courses as possible in every field of concentration. The major must have at least six credits in European history and six credits in American history.

European History

Hi 11 Western Civilization through Great Lives I

The spectrum of the development of Western Civilization will be approached through a concentration on the lives of great men and women who have shaped it. Selected figures will be discussed in terms of the milieu which produced them and in which they lived. Factual outlines of their lives and accomplishments, their own ideas and views as expressed in their writing and speeches, contemporary evaluations of them and major historical assessments by later writers will be considered. The first semester will include such figures as Aristotle, Alexander, Cleopatra, Charlemagne and Innocent III.

3 semester hours

Hi 12 Western Civilization through Great Lives II

The second semester of the course will continue the themes presented in the first with particular attention to the question of how much great figures influence their times and how much they are a reflection of them. Included in the second semester will be such figures as Machiavelli, Robespierre, Marx, Queen Victoria, Hitler and Ghandi.

3 semester hours

Hi 15 Western Civilization I

From the ancient cultures of Israel, Greece, and Rome to the Protestant revolutions. Lectures and readings demonstrating the foundation and component parts of Western civilization, establishment of the Christian Church, medieval synthesis and its collapse in the sixteenth century.

3 semester hours

Hi 16 Western Civilization II

From the Catholic Reformation to the nuclear age. Lectures and readings demonstrating the triumph of humanism, its secularization, the growth of science, and the ascendancy of liberalism through World War I; twentieth-century second thoughts and re-evaluations.

3 semester hours

Hi 17 Two Christian Cultures: A Comparison I

This course will begin with the origin and spread of Christianity in the Mediterranean world and will compare the development of Byzantine and Western culture up to the fall of Constantinople in 1453. Both internal developments and contacts between the two cultures will be stressed.

3 semester hours

Hi 18 Two Christian Cultures: A Comparison II

This course will compare the cultural development of Western society and Byzantine-Russian society from the fifteenth century to the Russian Revolution of 1917. Major stress will be placed on a comparison of internal development in each culture as well as contact between them.

3 semester hours

Hi 19 Christianity and Western Civilization I

The world of the Old Testament. The Classical world of Greece and Rome. Decline and Fall of the Roman Empire. Problems of Early Christianity — persecutions, relations with old pagan, classical culture; conversion of the new nations. The Church and the Feudal order. Emergence of the Medieval Synthesis and the new Christian, Western Civilization. The decline of medieval civilization and the medieval Church. The Renaissance and the coming of the Reformation Era.

3 semester hours

Hi 20 Christianity and Western Civilization II

The Reformation and the era of religious wars. The Age of the Baroque. The Church and Absolutism. The Scientific Revolution and the Enlightenment and their challenge to religion. French Revolution and Bonaparte. Romanticism and religious revival. Christianity faces movements of the nineteenth and twentieth centuries — Industrial Revolution, Materialism, Liberalism, Secularism, Humanism, Marxism, Totalitarianism. The upheavals of World War I and World War II. Present day problems and trends.

3 semester hours

Hi 21 Ancient Roots of Western Man

A study of the foundations of Western Civilization — intellectual, institutional and political. Man's rise to civilization in the Ancient Near East, the Hebrew tradition, the legacy of Greece and its diffusion, the rise of Rome, the historical Jesus and the origins of Christianity, the organization of the Christian Church and the emergence of Europe as a distinct entity of society and culture in the Early Middle Ages. Representative primary sources for each of these periods will be studied. Both the contributions of the principal makers of the Western Tradition — Plato, Aristotle, Pericles, Cicero, St. Paul, St. Augustine, Charlemagne, etc. — as well as the life styles of ordinary men and women will be emphasized.

3 semester hours

Hi 22 Atlantic Civilization: Europe and America, 1500-1815

A course which examines the interplay between American and European history from the Renaissance and the Age of Discovery to the era of the Democratic Revolutions. Topics stressed include the Reformation and its impact on Europe and America; the origins of modern science and the formation of the national state; New World transplantations of European cultures; the Enlightenment in Europe and America; and the English, American and French Revolutions compared. Emphasis on important intellectual and political leaders like Erasmus, Luther, Cromwell, Louis XIV, Locke, Rousseau, Franklin, Washington, Jefferson and Napoleon.

3 semester hours

Hi 23 The Emergence of the Aristocracy

Commencing with the collapse of central authority and vibrant economic activity resultant from the breakup of the Christian Roman and Carolingian Empires in the West, this course will trace the emergence of a new system dominated by a class whose power was based on land tenure. It will also show how the creation of such a class itself contributed to forces producing another class to replace it.

3 semester hours

Hi 24 The Rise of the Middle Class

The intellectual challenges of the Sixteenth Century (Reformation), Seventeenth Century (Scientific Revolution) and Eighteenth Century (the Enlightenment) combining with colonial and trade expansions to the New World and Asia released an already existent force, the middle class, which by the Nineteenth Century had replaced the landowning class as the dominant power in the West and in turn contributed to another, the working class. This course will trace the history of this development. *3 semester hours*

Hi 25 Caesar and Christ: Empire, Alienation and Salvation in the Ancient World from Alexander the Great (338 B.C.) to Theodosius (394 A.D.)

The Hellenistic Age from the conquests of Alexander to the unification of the Mediterranean World by Rome. Society under Roman rule: the triumph of Greek science and art, economic depression, social discontent, class conflict. Attempts at escape through philosophy, religion and mystery cult. Hellenistic syncretism, the Christian mystery cult, the growth of a Christian Church, its persecution by, alliance with and triumph over the Roman Empire. The emergence of a Christian humanist culture. *3 semester hours*

Hi 26 Three Centuries of Revolution: The Onslaught of the Modern Age, Europe 1600-1900

The early modern war on the past and the birth of liberal society in Europe 1600-1800: the scientific and empiricist revolutions, the Enlightenment attack on Christianity and the birth of the social sciences, the French and Industrial Revolutions and the birth of the modern secular, urban and industrial world. The rise of the "-isms" as Europe attempts to cope with the unexpected anarchy of the nineteenth century economic and social realities. *3 semester hours*

Hi 103 Medieval Civilization: Ideas and Institutions I

Christianity and classical culture; the influence of St. Augustine; the Germanic migrations and their institutional influences; the culture of a barbaric society; Church, Empire, and the ideology of the Christian Commonwealth; a struggle of ideas; the investiture controversy. *3 semester hours*

Hi 104 Medieval Civilization: Ideas and Institutions II

This course will deal with the interaction between ideas and institutions; the influence of Pope Gregory VII on medieval views of society; feudal institutions and Romanesque art; the rise of cities and scholasticism, universities, cathedrals, mendicant orders; Church and Empire vis-a-vis the culture and thought of the high Middle Ages. *3 semester hours*

Hi 105 Medieval Foundations of Modern Britain

Beginning with the Norman Conquest (1066), this survey course will trace the economic, political and social developments that took place in England prior to Bosworth Fields (1484) and the first Tudor. Emphasis will be placed on especially those English institutions: parliaments, courts, and responsible gentry — which from the Tudors on evolved into a limited constitutional monarchy. *3 semester hours*

Hi 107 Rise and Death of Absolutism I

A political and social history survey of the seventeenth century that will show both the successful and unsuccessful attempts to develop or resist absolute government. The contrast between England and France will be the central theme. Connected with this is the story of the failure of war, the emergence of a shift eastward in the European balance of power due to the rise of Prussia and Russia and the growing weakness of the Ottoman Empire. *3 semester hours*

Hi 108 Rise and Death of Absolutism II

A political and social history survey of the eighteenth century that begins with the end of effective Bourbon absolutism and finishes with the collapse of Napoleon I after he had temporarily fulfilled both the goals of Louis XIV and the dream of the "philosophes." Parallel to and essential parts of this story will be the reshaping of the Habsburg territories and traditions, the rivalry with Prussia, the rise and decline of "enlightened despotism," the continued emergence of Great Britain as a continental and imperial power, the full entrance of Russia into western affairs, and the consequent development of Russophobia. *3 semester hours*

Hi 109 The History of Slavery in Western Civilization

This study will include the examination of slavery and slave systems in the ancient world; Greece, Rome and the Mediterranean; Sub-Saharan Africa; the Iberian Peninsula; the European antecedents of Western slave systems; capitalism and slavery; seigneurialism; Anglo-French Caribbean systems. Also included is a comparison of the effects of slavery in the New World colonies: Latin American slavery contrasted with the North; the Tannenbaum Thesis, the Elkins Thesis, and the evolution of the plantation system of the antebellum South. *3 semester hours*

HI 111 European Thought and Culture i 1500-1799

Humanism as the path to salvation from Post-medieval Europe to the French Revolution. Its vicissitudes from Marsiglio of Padua, Pico della Mirandola, and Erasmus to Voltaire, Rousseau, and Goethe. The development of religious thought from Nicholas of Cusa and the *Devotio Moderna* to John Wesley and Febroniansim. The growth of scientific thought from Copernicus to Buffon. The reflection of these values in the parallel movements in painting, architecture and music from Piero della Francesca, Brunelleschi, and Josquin des Pres to Fragonard, the brothers Zimmermann, and Franz Josef Haydn. 3 semester hours

HI 112 European Thought and Culture ii 1799-1975

The European search for values in the age of political, social, and technological revolution from the optimism of liberalism, socialism, and nationalism to the desperation of fascism, communism, and existentialism. The demythologizing of Western thought from Feuerbach, Balzac, and Darwin to Freud, Max Weber, and Camus. From order to chaos in the arts: from David, Beethoven, and Delacroix to Giacometti, Stravinsky, and Picasso. Conflicting currents in the contemporary Western outlook. 3 semester hours

HI 113 Studies in Renaissance History

Self, Society and Universe in the European Renaissance.

The invention and the individual in the Italian Renaissance and further developments by the great Northern humanists (Petrarch, Boccaccio, Pico, Castiglione, Erasmus, Montaigne, Cervantes, etc.). Models and theories of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais, Bodin, etc.). The Universe: God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Larger World: the phenomena of the Spanish Conquest of the New World; Galileo and the Cosmos. 3 semester hours

HI 114 European Thought and Culture, the Enlightenment

The triumph of natural philosophy and "empiricism" in Locke and Newton, the creators of the French Enlightenment. Early manifestations of the age of Montesquieu, Voltaire, and Pope. The *Encyclopedie* as the quintessential expression of *philosophie* and *bourgeois*. The flood tide of the enlightenment in the materialist and utilitarian thought of La Mettrie, d'Holbach, Helvetius, and Bentham. Hesitations and counter-currents in Rousseau, Diderot, and Sam Johnson. Voltaire, Gibbon, Condorcet, and Herder and the rise of historical thought. The German Enlightenment and Romanticism. The movement in the arts: Baroque, Rococo, Neo-classical, Romantic, Culmination: Kant or Schlegel? 3 semester hours

HI 115 European Thought and Culture, Seventeenth Century

Conflicting currents in the seventeenth century find temporary resolution in Baroque art (architecture, sculpture, painting, music, drama, epic): Christian asceticism and humanism, classical and empirical rationalism, renaissance exuberance and skepticism. European values in the age and expression of Bacon and Descartes, Galileo and Pascal, Rubens and Rembrandt, Hobbes, Milton, and Bossuet, the Jesuits, Jansenists and Arminians, Bernini and Wren, Corneille and Racine, Leibnitz and Newton. The battle of the books, the collapse of the Baroque synthesis and the emergence of "empiricism" by 1700. 3 semester hours

HI 116 European Thought and Culture, the Nineteenth Century

The search for lasting values in a century of cataclysmic change. The major currents of the nineteenth century: romanticism, liberalism, socialism, Marxism, nationalism, social Darwinism, positivism, and modernism. The movement in the arts from Schubert, Weber, Goya, Delacroix, Goethe, and Stendhal to Mahler, Richard Strauss, Monet, Van Gogh, Strindberg, and Zola. 3 semester hours

HI 117 Order and Prophecy I

The medieval world attempted to reconcile the spirit of institutional order (Church, Empire, universities, guilds, towns) and the spirit of prophecy (popular religion, social protest, heresy, superstition, cultism). The conflict and attempted reconciliation between these two outlooks will be explored in the eleventh, twelfth and thirteenth centuries. 3 semester hours

Hi 118 Order and Prophecy II

The open conflict between the spirit of order and the spirit of prophecy through the fourteenth and fifteenth centuries. *3 semester hours*

Hi 121 The French Revolution and Napoleon

The course will deal with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it will also handle the problem of the assessment of Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe.

3 semester hours

Hi 123 Problems in British History

This course will be devoted to the relations between England and Ireland from the twelfth century *Bull Laudabiliter* until the contemporary embarrassments.

3 semester hours

Hi 124 Nineteenth Century Europe I (1800-1848)

Europe tries to find itself after the first total war. The problems of a postwar generation. The Congress system and peace through the elite. The mixed heritage of the French Revolution and Napoleon. Youth in revolt. The Romantic movement. Liberalism, constitutionalism and *laissez-faire*. The conservative tradition. Utopian socialism. The impact of the industrial revolution. The revolution of 1848.

3 semester hours

Hi 125 Nineteenth Century Europe II (1848-1870)

The results of the failure of the Revolutions of 1848. Industrialization and an alienated society. Burgeoning of Marxism, Socialism, Nationalism, Liberalism, and Democracy. The unification of Germany and Italy. Napoleon III and the Second Empire. The new Colonialism. Mid-Victorian England. Tortuous diplomacy for peace. Europe and the United States.

3 semester hours

Hi 126 Nineteenth Century Europe III (1870-1915)

Conflicting cultural currents at the *fin de siècle*. The Purple Internationale. The new Balkan states. A chaotic Republic in France. The empire on which the sun never set. The Prussianization of Germany. The growth of materialism, radicalism, and the impact of urbanization. The new imperialism. Diplomacy and *realpolitik*. The drift toward war. The diplomatic and military background of World War I. Europe and the non-European world. Social Darwinism and scientific Marxism.

3 semester hours

Hi 127 Twentieth Century Europe I

The course will cover the collapse of the European world-order in the first World War; the problems of the Peace of Versailles; the advance of totalitarian ideologies in Central and Eastern Europe; the failure of the Western democracies to achieve consensus at home or security abroad; the great depression and the collapse of the Versailles system; the origins of Hitler's War.

3 semester hours

Hi 128 Twentieth Century Europe II

The course will describe the transformation of the European war of 1939 into the World War of 1941; the division of Europe in the post-war world and the problem of the origins of the Cold War, the Europe of the Christian Democrats in the 1950s; the end of colonialism and the troubles of the Stalinist Empire; Europe's search for a role in the Sixties; the revolutions in Prague and Paris.

3 semester hours

Hi 131 Rise and Fall of the British Empire I

This survey traces the rise of Great Britain from Bosworth Field to the death of Queen Anne. This period of dramatic change commences with an England that is by religion Catholic and, because of the War of the Roses, politically and economically weak. It ends with a "Great Britain" — a growing empire abroad and a solid Protestant establishment at home. In this story the social, political, and cultural impact of the Tudor revolution, the decline of the aristocracy and of the gentry, the Civil War and Glorious Revolution, the Acts of Settlement and Union will be emphasized.

3 semester hours

Hi 132 Rise and Fall of the British Empire II

A continuation of the survey that will show the birth and death of two British Empires. It begins with Great Britain as a definite force in the European diplomatic system, and it ends with what this ultimately achieved, the signs of her future collapse, obvious by the end of World War I. In this the importance will be stressed of such items as her colonial policies, the politics of George III, the effects of the American and French revolutionary wars, the demise of the Protestant Establishment, the triumph of the House of Commons and the shattering of the old ways by the "guns of August."

3 semester hours

Hi 133 History of Modern Germany I

The Reformation becomes a German civil war; The tragedy of Westphalia; French and Swiss influences; Absolutism and absurdity; The Kleinstaaterei; Habsburg-Hohenzollern rivalry; the wars of the eighteenth century; growth of the military tradition; Aufklärung, Sturm und Drang, and Romanticism; Germany, the French Revolution and Napoleon; Metternichean Germany; liberalism versus nationalism and the Revolutions of 1848; promise and disaster of Frankfurt; Bismarck and unification; the Second Reich — echo or first forerunner of the Third?

3 semester hours

Hi 134 History of Modern Germany II

The constitution of the Second Reich. The Kulturkampf. Movements for social reform. Bismarck as the arbiter of Europe. Germany enters the imperial race. Wilhelmian Germany. Cultural currents at the turn of the century. The steps to war. The impact of the Versailles Treaty. Communists in Berlin and Munich. Reaction of the Right, Weimar and the experiment in democracy. Cultural and social roots of National Socialism. Hitler and the dramatic personae of totalitarianism. The theory and practice of the Third Reich. World War II and the Gotterdammerung. Germany's occupation and division. The two Germans. Rebirth of a world power?

3 semester hours

Hi 135 History of the Decline and Fall of the Holy Roman Empire I

The effort to reestablish the Roman Empire and the Rise of Germany to European hegemony. The decline of imperial government. Emergence of the major German principalities and new governmental structures in the late Middle Ages.

3 semester hours

Hi 136 History of the Decline and Fall of the Holy Roman Empire II

The effects of the Reformation on Germany politics and society. The Thirty Years' War. Emergence of the German and Austrian great powers. The German cultural resurgence. The collapse of the Empire and the attempt to preserve its values in the Rheinbund.

3 semester hours

Hi 137 Russian Revolutionary Tradition I

The political, social, and religious roots of Muscovite absolutism; "Moscow the Third Rome"; the growth of serfdom; the "Time of Troubles"; problems of Church and State; the Russian Church schism and its consequences; Peter the Great, reformer or revolutionary; the peasant problem in the eighteenth century.

3 semester hours

Hi 138 Russian Revolutionary Tradition II

Catherine the Great as reformer; beginnings of intellectual protest against serfdom and autocracy; Russia in an age of revolution; revolutionary ferment in Russia; Slavophiles and Westernizers; from populism to Marxism-Leninism; the Conservative defense; Menshevik versus Bolshevik.

3 semester hours

Hi 139 Twentieth Century Russia

The course will begin with the Revolution of 1905 and will concentrate on the clash of ideologies leading to the Revolution of 1917. The Revolution of 1917 in its two phases will be studied chiefly from an ideological point of view. Finally an exploration into the relationship between Russian Marxist ideology and power, and ideology and the social and cultural transformation of Russia through the periods of War Communism, N.E.P., Stalinism and post-Stalinism. Readings from Plekanov, Lenin, Trotsky, Stalin, Krushchev, Gorky, Sholokhov, Pasternak, and Solzhenitzyn.

3 semester hours

Hi 140 The Communist Orbit

The course will concentrate on the internal developments within the Iron Curtain bloc and their relations with the Soviet Union since 1945. The clash between Marxist ideology and traditional values and institutions will be studied in relation to the Stalinist period, the Krushchevian thaw, and the post-Krushchev era. Readings from Marxist and non-Marxist authors.

3 semester hours

American History

Hi 151 Colonial America

A study of the foundations of American civilization. The course commences with a brief survey of the indigenous Indian cultures and an examination of the character of the Indian-white relations. The colonial systems of Spain, France, and England are compared briefly. The course stresses the development of Anglo-American institutions with special emphasis on the influence of the Puritan legacy. An exploration of the origin and development of white attitudes toward the blacks is included.

3 semester hours

Hi 152 Era of the American Revolution

An examination of the coming of the American Revolution and the transition from colonial to national status. The Confederation period; the forming of the Constitution and the Federalist era. Emphasis on the emergence of a national culture.

3 semester hours

Hi 153 Jeffersonian and Jacksonian America, 1800-1848

Jeffersonian Republicanism and Jacksonian Democracy. A study of the political, social, economic, cultural, and intellectual developments in this era of expansion and democratization. The Jeffersonian and Jacksonian contributions to the emerging American character will be assessed. The course concludes with an examination of the causes and results of the Mexican War. Special attention will be focused on the reform and utopian movements of the antebellum period including Transcendentalism, Mormonism, and Abolitionism.

3 semester hours

Hi 154 Civil War and Reconstruction

The course will begin with an examination of American expansion in the 1830s and 1840s and concludes with a study of the effects of reconstruction. Included in the general analysis will be the development of Northern economic and social institutions; an evaluation of the ante-bellum South and the effects of slavery; the politics of crisis and sectional interests; the anti-slavery movement; the emergence of Lincoln; secession and war.

3 semester hours

Hi 155 The Emergence of Urban-Industrial America, 1860-1900

A course oriented to understanding the massive changes in the economic, political, and social life of the United States, which occurred during the brief four-decade span that begins with the Civil War and concludes with American overseas expansion in the closing years of the nineteenth century. Of prime concern are the factors that produced the transformation of the American nation from an agrarian republic into an industrial-urban society.

3 semester hours

Hi 156 Early Twentieth Century America, 1900-1933

A study of the sources and theories of reform attempted during the first third of the twentieth century to revitalize political and economic democracy in the United States. The application of domestic reforms that produced continued changes in American social life and the emergence of the United States as a leader among the major world powers are considered under the following topics: the Progressive movement; New Nationalism vis-a-vis New Freedoms; Wilsonian idealism and American involvement in World War I; Republican resurgence of the 1920's and the Great Depression.

3 semester hours

Hi 157 Mid-Twentieth Century America, 1930-1960

In this course the nature and extent of the 1930's economic crisis and the New Deal that produced massive economic, political, and social change in the United States are examined in depth. Major attention is given to American abandonment of isolation and reassumption of leadership in the struggle against German and Japanese militarism, the unsuccessful attempt to establish world peace based on international collective security, the post-war Communist challenge that resulted in the Cold War and the American counter response of a containment policy based on the Truman doctrine, the Marshall Plan, the "Korean police action," N.A.T.O. and the Dulles-Eisenhower doctrines. In addition the major changes in American domestic life, viz. the Fair Deal, Modern Republicanism of the 1950's, and the Civil Rights movement, are studied.

3 semester hours

HI 159 Social History of the United States I

This course deals with the feelings, aspirations, and conduct of the American people from their first plantations on the shores of North America to the tragic Civil War. The principal themes are the transformation of Old World attitudes in a New World environment, and the growth of the American principle of equality and freedom. *3 semester hours*

HI 160 Social History of the United States II

The second semester commences with the social problems of Reconstruction. It describes the changes in attitudes of the popular mind as the American people became more urban and industrial and examines the twentieth century conflict between the Puritan past and the polyglot of people pouring into America. *3 semester hours*

HI 161 American Constitution I

Origins of the American constitutional tradition. Revolutionary ideas in action. Jeffersonian republicanism and federal judicial power. The nationalism of the Marshall court. The Taney court and the expansion of business enterprise. Slavery and sectionalism. The Civil War and the Constitution. *3 semester hours*

HI 162 American Constitution II

Reconstruction. The Waite-Fuller court and the industrial revolution. Imperialism and the Constitution. Governmental efforts to restore competition. The police power and the Progressive Era. The tradition of national supremacy. A new era in civil liberties. The New Deal and the old Supreme Court. Procedural safeguards and civil rights. The incorporation theory. *3 semester hours*

HI 163 American Intellectual History I

This study of American intellectual life begins with an examination of the Puritan mind, the development of American political theory, a study of the enlightenment and the age of revolution. Included in this evaluation will be the genesis of a cultural nationalism, intellectual origins of economic theories, the dynamics of democratic thought of the nineteenth century, the dialectics concerning the nature of the Union. *3 semester hours*

HI 164 American Intellectual History II

The evolution of American thought patterns, from the end of the Civil War to the present; an evaluation of the impact of social Darwinism; the triumph of laissez-faire in the postwar era; intellectualism and science; pragmatism, a retrospective analysis of the American liberal tradition; the growth of conservative thought; the impact of radicalism, socialism on democratic institutions. *3 semester hours*

HI 165 American Diplomatic History I

Narrates the struggles of the first 100 years. The labors of American diplomats during the Revolution. The making of peace. Early challenges — the problems of neutrality, the Jay Treaty, the Pinckney Treaty, XYZ Affair, the Louisiana Purchase. Involvement in War of 1812 and making of peace of Ghent. The diplomacy of Monroe and Adams and the Monroe Doctrine. Westward expansion — the Adams-Onís Treaty, annexation of Texas, the Mexican War, the Oregon question. U.S. interest in Cuba and Central America. The diplomacy of the Civil War. William Seward and the purchase of Alaska. The post-Civil war claims settlement with Britain. *3 semester hours*

HI 166 American Diplomatic History II

This course treats the emergence of the United States from its traditional non-involvement to world power. It deals with the New Manifest Destiny and the influence of the Spanish-American War and Theodore Roosevelt in bringing the United States into world politics. Also investigated are the Open Door Policy, Taft's Dollar Diplomacy, and Wilson's "Missionary Diplomacy." America's entrance into World War I and writings concerning it will be treated, as also will the rejection of Wilson's leadership and the Wilsonian League. The contributions of the Republican era — the Washington conference, the Kellogg-Briand pact, the Hoover approach to Latin America, and the Hoover-Stimson Doctrine of Non-Recognition — will be assessed. *3 semester hours*

Hi 167 American Diplomatic History III

Studies the involvement of the U.S. in World War II and the subsequent problems as leader of the Western nations. Roosevelt's foreign policy and the coming of the war are treated along with writings of Revisionists and Anti-Revisionists of F.D.R.'s policies. War-time diplomacy will be treated with emphasis on the development of postwar problems and the coming of the Cold War. Revisionist writings on the Cold War will be treated along with some criticisms of them. Present day problems of the U.S. as a world leader — Castro in Cuba, war in Indo-China, Arab-Israeli conflict, Far Eastern and European alliance systems — will be studied in their origins and present state.

3 semester hours

Hi 168 The United States in World War II

The Failure of the Versailles Treaty, the League of Nations, and Collective Security to provide lasting peace. The influence of the depression and the activities of the dictators and the Japanese. The Hitler-Stalin Pact. The outbreak of war in Europe. U.S. neutrality policies. Pearl Harbor and U.S. involvement, Japanese conquests in the Pacific and Far East. War-time alliance, war-time diplomacy, and conferences. Theatres of activity — Western Europe and Eastern Europe, Hitler's Russian campaign. Allied campaigns in North Africa, Sicily, Italy, Normandy, France. Defeat of Hitler. U.S. recovery in Far East and defeat of Japan. The war at sea. The air war. The atomic bomb. The failure to make a satisfactory peace. The collapse of the war-time alliance with Russia.

3 semester hours

Hi 169 History of American Political Parties I

This course is concerned with the development of the American political party system from the pre-party era of the infant republic to the collapse of the national party system in 1860, contributing to the Civil War. Among the major topics examined in this course are the pre-party political institutions and structure in the United States; the emergence of a two-party system in American government precipitated by the Hamiltonian-Jeffersonian conflict of constitutional interpretation; the decline of the Federalist party and the rise of one-party national government followed by the re-emergence of a new two-party system with the split in the Democratic-Republican party due to the rise of Jacksonian Democracy. The course concludes with an examination of the inability of the new Democratic and Whig Parties to solve the "slavery crisis" and function as national bonds of unity, thus contributing to the outbreak of Civil War.

3 semester hours

Hi 170 History of American Political Parties II

In this course the changing nature of the American political party system from the Civil War to mid-twentieth century is studied. Among the major party problems examined are: the attempts of the Young Republic Party to develop into a truly national party; the Democratic party's resurgence during the "era of Reconstruction"; the challenge and role of third parties in American political life during the last quarter of the nineteenth century and first quarter of the twentieth century. In addition, the influence of "progressive reforms" on the national two-party system in the decades prior to World War II and the resurgence of the Republican party espousing a return to "conservative concepts" during the middle decades of the twentieth century are examined.

3 semester hours

Hi 171 American Business History I

A survey oriented to understanding the historical development of American business institutions and practices from the establishment of English settlements in North America to mid-nineteenth century. It includes the development and use of the joint stock company by the English mercantile community in establishing North American colonies, the evaluation of a diversified colonial economic system based on mercantile capitalism, the conflict of interest between the English and British colonial business communities as a factor causing the American Revolution, problems of the business community during the initial quarter century of American independence, concluding with a study of the effects of a laissez-faire federal policy upon the evolving banking, commercial, manufacturing, and transport industries in pre-Civil War America.

3 semester hours

Hi 172 American Business History II

A survey of the effects of the Civil War on the American business community, the role played by nation's expanding railway system in developing a national market, the massive expansion of the country's manufacturing plant and production, which stimulated the earliest attempts by businessmen to control production and competition, culminating in the development of trusts and finance capitalism. In addition, the attempts to develop effective federal regulation of abuses by corporate business management in the quarter century prior to the World War I are studied. The course concludes with a survey of the growth of federal regulatory authority and the development of organized labor as countervailing forces constraining the ever-growing concentration of economic power held by giant corporate businesses during the two decades prior to 1950.

3 semester hours

Hi 173 History of the South I

This study begins with the founding of the southern colonies and concludes with an evaluation of the antebellum South; included in the evaluation will be the cultural, political, and economic basis for Southern regional consciousness; the social structure; the slave system; the Bourbon class; Southern politics and the sectional crisis. *3 semester hours*

Hi 174 History of the South II

The New South, a continuing examination of the Southern mystique from the Civil War through Reconstruction to the present; a study of Southern mores literature, Faulkner, Warren, Welty, etc. The politics and persuasion of Huey Long; TVA; problems of race, economy, class structure, segregation. *3 semester hours*

Hi 175 American Immigrant History

The United States considered as a mosaic made of various immigrant groups; this study will deal separately with the ethnic problems of each group. The study involves the origins and character of immigration problems as a whole; the impact of immigration on American society such as government policy, the roots of nativism, assimilation; the debate over assimilative theories such as cultural plurality, melting pot, etc. *3 semester hours*

Hi 176 The American Labor Movement

A survey course tracing the development of the organized labor movement in the United States from its feeble beginnings in the early nineteenth century to a position of economic influence and power in the third quarter of the twentieth century. Commencing with the emergence of local craft unions, the course continues with an analysis of the effects of the rapid expansion of the industrial revolution upon the industrial wage earner's living standard in pre-Civil War America; followed by an examination of the conditions promoting growth of industrial and trade unionism prior to 1900; the limits of organized labor due to vigorous opposition from giant industrial corporations and manufacturers' associations prior to World War I; decline of organized labor during the 1920s; the National Labor Relations Act and the massive expansion of the organized labor movement through World War II; concluding with an examination of the American labor movement in the post Taft-Hartley era. *3 semester hours*

Hi 177 The Frontier

A study of the American frontier, its heritage and influence on the development of American characteristics: political, social, cultural, economic. The study includes an analysis of the Turner thesis; a survey of sectional and regional evolution; New England, Middle Atlantic, and Southern; the Spanish borderlands, the Old Northwest; the westward movement; the Indian problem; mining, cattle, farming frontiers. *3 semester hours*

Hi 178 American Negro History

This course will begin with a general survey of the historical evolution of the American Negro from slavery to freedom and conclude with an examination of the contemporary problems of civil rights. Included in the study will be an examination of modern Negro leadership; their institutions, an analysis of federal legislation and Supreme Court decisions; an evaluation of the historical and social implications of the Moynihan Report; Black Power, etc. *3 semester hours*

Hi 179 Changing Interpretations of the American Past

Readings, lectures and discussions dealing with the evolving historical literature on the American past with emphasis on selected and central problems of the American experience. Issues of historical interpretation that relate to contemporary social and political problems will be stressed. Among the topics examined in the historiographical perspective will be Puritanism, the American Revolution, slavery, and the strengths and weaknesses of the American reform tradition from the Jacksonian era to the present. A major purpose of this course is to acquaint students with some of the classics in the historical literature of the United States through analysis of and samplings from the writings of such historians as William Bradford, Francis Parkman, Turner, Parrington, Beard, and Samuel Eliot Morison. *3 semester hours*

Hi 180 American Military History

This course is a study of the impact of war on a democratic society, with particular emphasis on the effects of war on the cultural life of the United States; political, social, economic, intellectual. The study will include a chronological narrative of America's wars, from the Colonial Wars of the seventeenth and eighteenth centuries to the world wars of the twentieth: Korea, Vietnam. An analysis will be made of the art of war and the nature of warfare; geopolitics, policy, strategy and tactics, logistics, weaponry, guerilla warfare, militarism, the military-industrial complex, and war in the nuclear age. *3 semester hours*

History (Other Areas)**Hi 181 Social and Cultural History of China and Japan**

A study of the traditional civilization of China, Japan, and Korea to c. 1800. Examines the traditional institutions of classical China (Han, Ch'in, T'ang, and Sung) and their diffusion to Japan and Korea; the Mongol and Manchu as alien dynasties; the early Western contacts and the Tokugawa seclusion of Japan.

3 semester hours

Hi 182 Modern China and Japan

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the twentieth century.

3 semester hours

Hi 183 China in Revolution

Traces the major developments since the Chinese Revolution of 1911. A major theme is the struggle between the Nationalists and Communists in China. Special emphasis on the political, economic, and social changes under Communism since 1949. Topics include Communist diplomacy, the "Great Leap" forward, and the thoughts of Chairman Mao on the Great Proletarian Cultural Revolution.

3 semester hours

Hi 184 Modern Southeast Asia

A study of the formation of mainland Southeast Asian cultures (Burma, Thailand, Cambodia, Laos, and Vietnam) and an analysis of Chinese, Indian, and Western influences on their development. Emphasis will be placed on the process of modernization in emerging nation states.

3 semester hours

Hi 185 Utopianism in American History (AS)

Utopian experiments and their relationship to the larger contexts of American culture: the Puritan Commonwealth and its declension, Quaker William Penn's "Holy Experiment," the impact of the Great Awakening, Transcendentalism and the communalistic movements of the nineteenth century: the Oneida Community, Brook Farm, the Shakers, the Mormons and the Millennialists. Successes, failures and the achievement of unexpected results. The course will conclude with an examination of modern communes and utopias including present day efforts of Twin Oaks, Fort Hill and Synanon, among others. The course will assess unconventional life style in both sociological and historical perspectives. More conventional religious movements will be studied insofar as they help to illuminate the extraordinary groups. The recurring vision of America itself as a land of new beginnings and Utopian possibilities will be a principal theme throughout.

3 semester hours

Hi 191 Latin America I, The Iberian Colonies 1492-1808

Indian cultures on the eve of the "discoveries." Portuguese and Spanish institutions and values on the eve of the conquests. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian *caciques* and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the nineteenth century revolutions for independence.

3 semester hours

Hi 192 Latin America II, Two Centuries of Revolution, 1808-1982

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Latin American liberalism in the nineteenth century. Abolition of slavery. The elusive search for order in the twentieth century, an age of aborted revolution, from the Mexican revolution of 1910 to that of Nicaragua in 1979.

3 semester hours

Hi 193 The Spanish Caribbean: Cuba, Puerto Rico and Dominican Republic from Columbus to Castro

The Spanish conquest, the demise of the Caribbean Indians. Colonial institutions and plantation slavery. Stagnation and decline in nineteenth century independent Santo Domingo and colonial Puerto Rico. Economic growth and revolutionary currents in nineteenth century colonial Cuba. Twentieth century anarchy and dictatorship in the Dominican Republic. U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity. The final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution. *3 semester hours*

Hi 195 History Internship at Fairfield Historical Society

Selected majors will work a minimum of eight hours per week at the Fairfield Historical Society during the course of a semester. Each intern will write a research paper based on his or her work in the Society's collections and/or a paper at semester's end summarizing and evaluating the work experience and the knowledge gained therefrom. A student's work at the Society might include mounting and researching an exhibit; cataloging manuscripts, tools, costumes, prints, furniture, etc.; and organizing and conducting historical walking tours. Training in the required skills will be provided by the Society's staff and each student will meet at regular intervals with a member of the history faculty. *3 semester hours*

Italian

(See Modern Languages)

Latin

(See Greek and Roman Studies)

Certificate Program (Minor) in

Latin American and Caribbean Studies

Director: Panico (*Spanish*)

Liaison Faculty: Bejel (*Spanish*), Buss (*Economics*), Dew (*Politics*), Hodgson (*Sociology*), Petry (*History*), Lakeland (*Religious Studies*), Tucker (*Spanish*)

In 1980 Fairfield University inaugurated an interdisciplinary program which allows students to concentrate their efforts in an area of growing interest, concern and importance: Latin America and the Caribbean. This new program gives students the opportunity of obtaining a certificate verifying a "minor" in Latin American and Caribbean Studies providing that the students have taken advanced Spanish (31-32) or its equivalent and a distribution of 15 credits in literature, history, politics, economics, and sociology courses or the interdisciplinary seminar.

Requirements for a minor in Latin American and Caribbean Studies are:

6 credits in Spanish 31-32 or its equivalent.
15 credits distributed among the following course offerings:

Economics
History
Spanish American Literature or Civilization and Culture
Politics
Religious Studies
Sociology

Courses Available for the Latin American and Caribbean Studies Minor:

Economics

Ec 132 Economic Development in Latin America

History

Hi 191 Latin America I, 1492-1808
Hi 192 Latin America II, 1808-1982
Hi 193 The Spanish Caribbean: Cuba, Puerto Rico and the Dominican Republic from Columbus to Castro

Politics

Po 142 Latin American Politics
Po 143 Caribbean Politics

Religious Studies

RS 135 Political Theology

Sociology

So 188 Latin American Society

Spanish

Sp 111 Survey of Spanish American Literature I
Sp 112 Survey of Spanish American Literature II
Sp 116 Spanish American Drama
Sp 117 Indianismo
Sp 118 Spanish American Essay
Sp 119 Spanish American Short Prose Fiction
Sp 120 The Dictator in Spanish American Literature
Sp 145 The Spanish American Novel
Sp 175 Twentieth Century Hispanic Thinkers
Sp 192 Spanish American Civilization
Sp 199 Puerto Rican Literature and Culture
ML 175 Spanish American Literature in Translation

Interdisciplinary Seminar

In the Spring Semester of each year there will be an interdisciplinary seminar on a significant area or problem of Latin America and the Caribbean. All the above disciplines and others that are relevant will be represented.

Spring 1983: Mexico

See departmental listings for course descriptions.

Department of Mathematics

Professors: Shaffer, Wong

Associate Professors: Baglivo, Bolger,
Dennin, Fine, G. Lang (*Chair*), MacDonnell,
Silverman

Assistant Professors: O'Neill, Scully

For the student of arts, business, and the social sciences, the Department of Mathematics seeks to give training in basic and necessary skills, to bring out the cultural and applied values of mathematics, to show the dependence of other branches of knowledge on mathematics.

Majors in mathematics have the option of concentrating in computer science. This program is described below. Those wishing a stronger mathematical background may opt for a mathematics major with a minor in computer applications. The computer applications program is described on page 124.

Minor in mathematics: The minor in mathematics consists of a core sequence of two or three courses which must include Ma 14 and three or four upper division courses (e.g., Ma 24, 100, 101, 134, 181).

Minor in mathematical analysis: The minor in mathematical analysis consists of Ma 17, 18, 23, 24 and one upper division course in Analysis (e.g., Ma 111, 112, 133).

Students wishing to minor in mathematics or mathematical analysis must have their program approved by the Chair of the Department of Mathematics.

Bachelor of Science

(Major in Mathematics)

	Semester Hours	
	Fall	Spring
Freshman Year		
Mathematics (Ma 15-16)	4	4
English (En 11-12)	3	3
Foreign Language	3	3
Philosophy—Religious Studies	3	3
History	3	3
Sophomore Year		
Mathematics (four courses)	6	6
Physics (Ps 15-16)	4	4
English—Philosophy	3	3
Fine Arts—Religious Studies	3	3
Junior Year		
Mathematics (four courses)	6	6
Social Studies Electives	3	3
Philosophy—Electives	3	3
Electives	3	3
Senior Year		
Mathematics (four courses)	6	6
Fine Arts—Elective	3	3
Electives	6	6

Bachelor of Science

(Major in Mathematics with an option in
Computer Science)

	Semester Hours	
	Fall	Spring
Freshman		
Mathematics (Ma 15-16)	4	4
English (En 11-12)	3	3
Foreign Language	3	3
Philosophy— Religious Studies	3	3
History	3	3
APL (Qa 10)		2
Sophomore		
Mathematics (4 courses)	6	6
FORTTRAN (QA 135-CS 36)	3	3
English—Philosophy	3	3
Fine Arts— Religious Studies	3	3

Junior

Mathematics (3 courses)	6	3
Computer Science (CS 110)		3
Physics (Ps 15-16)	4	4
Social Studies Electives	3	3
Philosophy or Religious Studies—Electives	3	3

Senior

Computer Science (2 courses)	3	3
Numerical Analysis (CS/Ma 180)	3	
Mathematics (Theoretical Elective)		3
Fine Arts—Elective	3	3
Electives	3	3

Mathematics for Non-Majors**Ma 9-10 Mathematics for Liberal Arts**

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory, logic, differential and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics.

6 semester hours

Ma 13 Calculus I: Biology and Psychology Majors

Plane analytic geometry; foundations of the calculus; differentiation and integration of algebraic functions; applications.

3 semester hours

Ma 14 Calculus II: Biology and Psychology Majors

Differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications.

3 semester hours

Ma 17 Calculus I: Chemistry, Engineering, and Physics Majors

The rate of change of a function; limits, derivatives of algebraic functions, applications, integration, applications of the definite integral.

4 semester hours

Ma 18 Calculus II: Chemistry, Engineering, and Physics Majors

Transcendental functions, hyperbolic functions, methods of integration, plane analytic geometry, polar coordinates, vectors and parametric equations.

4 semester hours

Ma 23 Calculus III: Chemistry, Engineering, and Physics Majors

Linear algebra: vectors in n -space, vector functions and their derivatives, partial differentiation, multiple integrals.

3 semester hours

Ma 24 Calculus IV: Chemistry, Engineering, and Physics Majors

Vector analysis, infinite series, complex numbers and functions. Differential equations.

3 semester hours

Ma 30 Finite Mathematics

Sets and functions: analytic geometry: linear equations, linear models and applications: matrices, determinants, systems of linear inequalities, linear programming; probability.

3 semester hours

Ma 33 Introduction to Statistics

An introduction to the theory and applications of statistics. Course includes descriptive statistics, probability theory, sampling, distribution functions, confidence intervals, hypothesis testing, and regression and correlation. Introduction to preprogrammed statistical packages in the computer.

3 semester hours

Ma 39 Introduction to Calculus

Derivatives, minimum and maximum problems, applications to graphing, exponential and logarithm functions, growth and decay, antiderivatives, definite integrals, and areas.

3 semester hours

Ma 111 Ordinary Differential Equations and Stability Theory

Solution of linear and nonlinear equations. Stability of solutions. Equal stress given to applications and techniques. Series solution of equations near regular and singular points. Orthogonal functions. Expansion of functions in Fourier, Fourier-Legendre, Fourier-Bessel series.

3 semester hours

Ma 112 Partial Differential Equations and Boundary Value Problems

Classical theory of heat, wave and potential equations in one, two, and three dimensions. Mathematical formulations of physical problems, solutions in appropriate co-ordinate systems; physical interpretation of mathematical solutions (computer oriented). *3 semester hours*

Ma 133 Special Functions of Mathematical Physics

The Gamma, Beta, Bessel, Neumann and Hankel functions; Legendre polynomials; spherical harmonics; Green's function. *3 semester hours*

Ma 134 Applied Linear Algebra

Techniques and applications of linear algebra; solutions of linear equations, determinants, linear geometry, eigenvalues and eigenvectors, for students majoring in the sciences and economics. Not for mathematics majors. *3 semester hours*

Ma 135 Introduction to Operations Research

Algebraic and geometric representations of linear optimization models. Simplex methods of solution, sensitivity analysis and duality. Transportation problem and network applications as time permits. Prerequisite: Grade of at least B in Ma 11-12, a calculus sequence, or permission of teacher. *3 semester hours*

Mathematics Majors

Admission to upper division Mathematics Major courses requires the successful completion of Ma 15, 16, 21, 22, 100, and 101 or permission of the Chair of the department.

Ma 15 Analysis I: Introduction to Real Analysis

Real numbers, plane analytic geometry and functions; limit, continuity, and the derivative of functions; differentiation of algebraic functions; applications: maximum, minimum, and inflection points, curve sketching, and related rates. Polar coordinates; conic sections; translation and rotation of coordinate axes. *4 semester hours*

Ma 16 Analysis II: Introduction to Real Analysis

Rolle's theorem, mean value theorem, and Cauchy's theorem; indeterminate forms; antidifferentiation; the definite integral, applications: area, volume, center of mass, work and pressure; logarithmic, exponential, trigonometric and hyperbolic function; techniques of integration. *4 semester hours*

Ma 21 Analysis III: Intermediate Real Analysis

Solid analytical geometry, vector analysis in two and three dimensions; elementary differential geometry. Functions of several independent variables; techniques and theory of partial differentiation; multiple integration. *4 semester hours*

Ma 22 Analysis IV: Intermediate Analysis

Multiple integration, Jacobians, transformations and mappings. Line and surface integrals, theorems of Green, Gauss, and Stokes. Solutions and elementary theory of ordinary differential equations and applications. *4 semester hours*

Ma 100-101 Fundamental Concepts of Advanced Mathematics

Logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; number systems. *2 semester hours*

Ma 103 Analysis V: Advanced Real Analysis

The theory of convergence, sequences, and series of constants; theorems of Bolzano-Weierstrass and Heine-Borel in Euclidean n -space. Sequences and series of functions. Uniform convergence, Power series, series solutions of differential equations. *3 semester hours*

Ma 105 Introduction to Measure and Integration

Discontinuous function on $\mathbb{R}^1$, uniform continuity; set of measure zero, the definition of, existence of and properties of the Riemann integral, measurable sets, measurable functions, the Lebesgue integral, definition and properties. *3 semester hours*

Ma 106 Number Theory

A study of the integers including but not limited to the following topics: primes and their distribution, divisibility and congruences, Quadratic Reciprocity, special numerical functions such as Euler's ϕ -function, Diophantine equations. The influence number theory has had on the development of algebra and the interplay between the two will be considered. *3 semester hours*

Ma 107 Geometry — Euclidean and Non-Euclidean

Sophisticated review of Euclidean geometry; the history of Euclid's fifth axiom on parallel lines; the non-Euclidean geometry of Lobatchewski; Poincare's models of Lobatchewskian geometry; influence of non-Euclidean geometry on mathematics, logic, physics, and philosophy. *3 semester hours*

Ma 109 Differential Equations and Dynamical Systems

Theory of ordinary differential equations, exponential of operators, canonical forms of matrices, generic properties of operators, with classical and modern applications. *3 semester hours*

Ma 131 Abstract Algebra

Group theory and the Sylow Theorems; rings and ideals, integral domains, fields; vector spaces; algebras. *3 semester hours*

Ma 132 Linear Algebra

Linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; canonical forms; eigenvalues and eigenvectors; inner product spaces. *3 semester hours*

Ma 151 Probability Theory

Counting techniques, axiomatic probability theory. Discrete and continuous sample spaces. Random variables, distribution functions, probability density and mass functions. Normal, binomial and Poisson distributions. Limit laws. *3 semester hours*

Ma 152 Probability and Statistics II

Joint distribution and continuous distributions. The binomial distribution. Statistical application of probability. Theory of sampling. Variances of sums and averages. Least squares, curve-fitting, and regression. *3 semester hours*

Ma 170 Point Set Topology

Topological spaces, continuous functions; product, metric, quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems, complete metric spaces. *3 semester hours*

Ma 171 Complex Variables

Algebra of complex numbers, analytic functions, integration in the complex plane, Cauchy's theorem and integral formula, conformal mapping, residue theory, applications. *3 semester hours*

Ma 172 Manifolds

Differential mappings; implicit functions theorem; differential forms and integration over manifolds; Stokes theorem; selected other topics. *3 semester hours*

Ma 180 (CS 180) Computer Science and Numerical Analysis

Numerical solutions of non-linear equations and systems of linear equations are obtained on a computer. Numerical differentiation and integration. Numerical solutions of differential equations, error and stability analysis. Knowledge of FORTRAN required. *3 semester hours*

Ma 181 Linear Programming and Operations Research

Convex sets, extreme points, theoretical basis of the simplex methods for linear programming, the simplex computational procedure, duality theory, sensitivity analysis. The transportation problem and network applications as time permits. *3 semester hours*

Ma 190-191 Honors Seminar

Participation is by invitation only and is open to those junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. The purpose of this seminar is to provide the talented student with an opportunity to obtain experience in doing individualized study and research in current mathematical journals, under faculty direction. Participants are expected to present several reports on their findings before a group of peers. The subject matter content of the seminar varies from year to year. *3 semester hours*

Computer Science**CS 36 Advanced Programming in FORTRAN**

A continuation of FORTRAN programming with an emphasis on system design. Prerequisite: QA 135. *3 semester hours*

CS 110 Data Structures

Computer representation of information; representation of strings; linear structures and sequential or linked storage; nonlinear structures; file structures; sorting and searching; applications. *3 semester hours*

CS 120 Computer Organization and Assembler**CS 130 Operating Systems****CS 180 Computer Science and Numerical Analysis (See Ma 180)**

Department of

Modern Languages

Professors: Bejel, Bukvic, Fedorchek,
Leeber (*Chair*), Panico

Associate Professor: Guarcello

Assistant Professors: J. Kolakowski, Rallo,
Stabile, Tucker, Webster

Lecturer: M. Kolakowski

The study of modern foreign languages, literatures, and cultures in the original offers the student a second perspective and another point of view on reality and life. This intellectual experience liberates one from the linguistic provincialism of an Anglo-Saxon mentality.

By combining the best of traditional methods with the latest techniques, the Department of Modern Languages stresses progressive proficiency in all language skills to prepare for careers in international business, teaching and multi-lingual education, government and foreign service (Peace Corps, F.B.I., C.I.A., etc.), court interpreter and translator, social work, communications and media. Core requirements may be fulfilled by completing successfully any two semesters of French, German, Italian, or Spanish at 21-22 (intermediate competence) or 31-32 level. If 11-12 level is selected, 21-22 must be taken also, unless the student has achieved intermediate competence in another language during precollege preparation. Intermediate competence is understood as the ability to read modern prose of moderate difficulty without the aid of a dictionary and to comprehend the gist of the reading selection.

Majors will elect a minimum of 24 (8 three credit courses) upper division credits beyond the advanced courses. Upper division courses include: an intensive course in composition, another in conversation, four semester courses in literature, a course in culture which can be waived in favor of summer study abroad or Junior Year Abroad (which are encouraged). The study of a second or third language is a recommended part of the major program and usually begins in the sophomore year but may start in the freshman year if desired.

In addition to its major and minor programs, the Department of Modern Languages participates in the Minor in Latin American and Caribbean Studies. Students interested in selecting this minor should consult with Dr. Marie J. Panico, Program Director for Latin American-Caribbean Studies.

French

Fr 11-12 Basic French

The purpose of this course is to teach the students not only to read French but also to pronounce correctly, to understand, to speak, and to write French. Three classes and one laboratory period per week per semester. *6 semester hours*

Fr 21-22 Intermediate French

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation both in the classroom and in the language laboratory. Literary selections are read not only for their aesthetic value but also because they reflect and illustrate characteristic traits of the French people and their typical culture. Three classes and one laboratory period per week for two semesters. *6 semester hours*

Fr 31-32 Advanced French

Development of oral comprehension, writing and conversational ability beyond the level of Intermediate French. Both basic French grammar and more sophisticated grammatical principles are reviewed. Classes consist of 1) conversational development through structured question and answer sessions on current topics; 2) advancement to more unstructured conversations; 3) discussion of grammar principles both formally and as appropriate. Prerequisite: French 21-22 or its equivalent.

6 semester hours.

Fr 101-102 Survey of French Literature

This course presents a general view of French literature from its origins to the present day. Emphasis is placed upon the more important writers and the major literary periods. Conducted in French. Prerequisite: Fr 21-22, or its equivalent.

6 semester hours

Fr 131 Seventeenth Century Classical Theatre

This course is devoted to an examination of the plays of Corneille, Moliere, and Racine. Stress is placed on both the revelation of seventeenth century classical principles and the modern relevance of the plays. Conducted in French. Prerequisite: Fr 21-22, or its equivalent.

3 semester hours

Fr 138 Eighteenth Century Literature

Readings and discussion of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. Frequent papers required; emphasis on class discussion and student participation. Conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 141 Poetry and Drama of the Nineteenth Century

The emphasis will be heavily on the poetry of the nineteenth century, from Romanticism through Symbolism and including Baudelaire and the Parnassian poets. Study of the development of Romantic poetry and how it influenced Symbolism; examination of how the poetry has influenced modern literature. Conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 142 Novel of the Nineteenth Century

This course treats the important novelists of the nineteenth century: Balzac, Stendhal, Flaubert, Zola, and others. Frequent critical papers required; conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 152 The Modern French Novel

Reading and discussion of important modern novelists: Proust, Gide, Mauriac, Bernanos, Giono, and others. The film version of each novel will be screened and will serve as the basis of class discussion. Short critical papers required; conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 153 Existentialist Literature

This course will deal with the works of Malraux, Sartre, Camus, Simone de Beauvoir, and others. It will treat the existentialist view of man and the world as it emerges from novels, plays, and essays. Frequent reports plus critical papers required; conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 155 The Modern French Theatre

An examination of the major dramatists of the century: Claudel, Giraudoux, Anouilh, Montherlant, Sartre, Beckett, Ionesco, etc. Consideration of younger playwrights (Arabal, Vian, and others). Conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 156 Twentieth Century French Literature on Film

Reading and discussion of plays, short stories and novels by such authors as Gide, Cocteau, Mauriac, Giono, Sartre, Camus, and others. The film version of each work will be screened and will serve as the basis of class discussion. Frequent critical papers required; conducted in French. Prerequisite: Fr 21-22.

3 semester hours

Fr 158 French Literature and Film

This course examines the relation between literature and film. Readings from a wide variety of authors: Diderot, Balzac, Maupassant, Daudet, Gide, Cocteau, Robbe-Grillet, Duras, and others. The film version of each work is shown and serves as the basis for class discussion. Frequent oral and written reports; conducted in French. Prerequisite: French 21-22.

3 semester hours

Fr 181 French Conversation and Phonetics

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion which involves a variety of current topics. Increasing of vocabulary is stressed; the phonetic alphabet is introduced for the improvement of pronunciation. Conducted in French. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 182 Advanced Grammar and Composition

This course is intended to assure proficiency in the written language through a review of grammar on the advanced level. Translation into French of English passages; compositions in French on current topics. Prerequisite: French 21-22, or its equivalent.

3 semester hours

Fr 185 Progress in Oral and Written French

This course is designed to help students increase their ability to communicate in French in speaking and writing. Review of grammar and increasing vocabulary. Prerequisite: French 21-22, or its equivalent. *3 semester hours*

Fr 187 French Commercial Culture

In this course, the student studies commercial French and the cultural aspects of France directly or indirectly related to it. Emphasis is placed on commercial vocabulary and business correspondence. Commercial articles and French advertisements are discussed. Verbs and essential grammar specifically related to business are reviewed. Students compose letters based on hypothetical business situations. Texts on the business culture of France are read. Prerequisite: French 31-32, or its equivalent. *3 semester hours.*

Fr 191-192 French Civilization and Culture

An examination of France and the French people in a social and historical perspective. Discussion of a wide range of topics. Students present oral and written reports as an aid to the development of their language ability. Prerequisite: French 21-22, or its equivalent. *6 semester hours*

Fr 196 La Press Contemporaine

Reading and discussion of articles from representative French newspapers and periodicals. All aspects of modern French life are considered: politics, religion, education, the economy, the arts, etc. Frequent oral and written reports; conducted in French. Emphasis on student participation in class. Prerequisite: French 21-22, or its equivalent. *3 semester hours*

Fr 197-198 Coordinating Seminar

Readings and Studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department Chair. Hours by arrangement. *6 semester hours*

German

Gm 11-12 Basic German

The purpose of this course is to teach the students not only to read German but also to pronounce correctly, to understand, to speak, and to write German. Three classes and one laboratory period per week per semester. *6 semester hours*

Gm 21-22 Intermediate German

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation both in the classroom and in the language laboratory. Literary selections are read not only for their aesthetic value but also because they reflect and illustrate characteristic traits of the German people and their typical culture. Three classes and one laboratory period per week for two semesters. *6 semester hours*

Gm 31-32 Advanced German

The aim of this course is to introduce the student to the major works of literature. Emphasis will be placed on the literary and cultural significance of the texts. A primary goal will be to increase the students' reading ability through intensive analysis. Three classes each week for 2 semesters. *6 semester hours*

Gm 101-102 Survey of German Literature

A study of the development of German Literature from 800 to the present. Selected readings within the framework of the cultural historical development of German literature.

101. The Nibelungenlied, Parzival, the Minnesanger, Martin Luther, Baroque poetry, and Lessing.

102. Storm and Stress, Weimar, the Romantic movement, literary movements of the nineteenth and twentieth centuries, and the readings in major works of contemporary literature. *6 semester hours*

Gm 131 Eighteenth Century German Literature

The development of German literature from the "Sturm und Drang" movement, through the classic period of Goethe and Schiller, Henrich von Kleist, analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann). *3 semester hours*

Gm 161 Nineteenth Century German Literature

German prose and drama between 1830 and the turn of the century. Junges Deutschland, Biedermaier, Poetic Realism, and Naturalism. Selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann. *3 semester hours*

Gm 181 German Conversation

This course is intended to assure fluent and accurate use of the spoken language. Correct pronunciation reviewed and drilled through phonetic transcriptions and the imitation of recorded artists. Prerequisite: Gm 31-32 or its equivalent. Required for German majors. *3 semester hours*

Gm 182 German Stylistics and Advanced Composition

This course is intended to assure proficiency in the written language. Model passages from the great writers studied, analyzed, and imitated with a view toward developing the student's own accurate and precise style. Prerequisite: Gm 31-32 or its equivalent. Required for German majors.

3 semester hours

Gm 191-192 German Civilization and Culture

The main currents of German civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Germany are scanned and studied as a basis for class discussions. Conducted in German. Prerequisite: Gm 31-32 or its equivalent.

6 semester hours

Gm 197-198 Coordinating Seminar

Readings and studies in a specialized area of German, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement.

6 semester hours

Italian**It 11-12 Basic Italian**

The purpose of this course is to teach the students not only to read Italian but also to pronounce correctly, to understand, to speak, and to write simple Italian. Three classes and one laboratory period per week per semester.

6 semester hours

It 21-22 Intermediate Italian

In this course the principles of pronunciation and grammar are reviewed. Meaningful materials are read for their value in illustrating characteristic traits of the Italian people and their culture. Oral work is systematically developed through classroom exercises supplemented by laboratory practice. Three classroom sessions and one laboratory period per week for two semesters.

6 semester hours

It 31-32 Advanced Italian

The aim of this course is to give the student a better command of the spoken language through a systematic approach to structure by providing keener tools for self-expression in oral and written forms. Fundamental grammatical principles will be reviewed as the need arises, and emphasis will be placed on the acquisition of a practical and literary vocabulary. Selections from great Italian writers will be read and studied for comprehension, analysis, and discussion. Three classes per week for two semesters.

6 semester hours

It 197 Coordinating Seminar

Reading and studies in a specialized area of Italian under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. Prerequisite: Italian 32 or its equivalent.

3 semester hours

Spanish**Sp 11-12 Basic Spanish**

The purpose of this course is to teach the student not only to read Spanish but also to pronounce correctly, to understand, to speak, and to write Spanish. Three classes and one laboratory period per week per semester.

6 semester hours

Sp 21-22 Intermediate Spanish

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation, both in the classroom and in the language laboratory. Three classes and one laboratory period per week for two semesters.

6 semester hours

Sp 31-32 Advanced Spanish

Analysis of artistic and socio-political motifs through discussion of literary selections as well as Spanish language newspapers and periodicals. Films and filmstrips will serve as catalysts to discussion of contemporary issues. Review of particularly troublesome points of syntax. Three classes each week for two semesters.

6 semester hours

Sp 101-102 Survey of Spanish Literature

This course presents a general view of Spanish literature from its origin to the present day. Emphasis is placed upon the more important writers and the major literary periods. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent.

6 semester hours

Sp 105 Spanish for Dramatic Expression

This course is intended primarily for non-Spanish majors who wish to refine their pronunciation, speaking, and reading skills through dramatic expression. Classroom activities during the first part of the semester include the reading and discussion of selected Spanish plays, as well as a study of the basic principles and terminology involved in the staging of a play in Spanish. The second half of the semester is devoted to rehearsal for the final project of the course: the presentation of one or more one-act plays in Spanish. Prerequisite: Sp 21-22 or its equivalent. *3 semester hours*

Sp 111-112 Survey of Spanish-American Literature

Reading and critical analysis of the more important writers. Special emphasis on literary currents in Spanish America and their relationship to socio-historic and aesthetic reality. Prerequisite: Sp 31-32 or its equivalent. *6 semester hours*

Sp 116 Spanish American Drama

Critical analysis of selected Spanish American Plays of the twentieth century. Special attention will be given to dramatic techniques and socio-philosophical implications of the works. Conducted in Spanish. Prerequisite: Spanish 31-32. *3 semester hours*

Sp 117 Indianismo

The Indian as principal theme and motif in diverse genres of Spanish American literature. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 118 Spanish-American Essay

A study of the socio-political contents and aesthetic qualities of representative works from the Colonial to the Contemporary period. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 119 Spanish American Short Prose Fiction

Reading and analysis of the most representative short story writers from Romanticism to the Contemporary period. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 120 The Dictator in Spanish American Literature

Dictatorship has dominated as a fundamental form of political organization in the majority of Spanish-American countries. This course, through the study of selected essays, short stories, poems and novels, will examine the themes of dictatorship and the dictator as they are manifest in Spanish-American literature. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 121 Progress in Written Spanish

This course is intended primarily for non-Spanish majors who wish to continue their work in written expression and master a skill that would be an asset in numerous careers. It attempts to help the student develop a sure grasp of Spanish syntax and native locution through the writing of articles, essays, letters, etc. Prerequisite: Sp 21-22 or its equivalent. *3 semester hours*

Sp 122 Career-Oriented Conversational Spanish

This course is intended primarily for non-Spanish majors who wish to develop a degree of proficiency in conversational Spanish related to diverse careers. It attempts to provide students with necessary lexicon and structure related to areas such as business, medicine, etc. The classroom ambience is one of group situational reinforcement. Prerequisite: Sp 21-22 or its equivalent. *3 semester hours*

Sp 133 Spanish Literature of Golden Age

A study of the more important writers of the sixteenth and seventeenth centuries. Special emphasis will be placed upon Cervantes, Lope de Vega and Calderon de la Barca. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 143 Nineteenth Century Literature

Study and analysis of representative works of the Romantic and Realist movements. The emphasis will be on theater and poetry or on novel, depending on students' needs. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 145 Masters of the Spanish American Novel

A study of the most representative novelists from Romanticism to the Contemporary period. Conducted in Spanish. Prerequisite: Spanish 31-32. *3 semester hours*

Sp 151 The Spanish Novel

A study of the novel of Spain from the time of Cervantes to the present day. Special attention given to the more important novelists and their best works. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 173 Contemporary Spanish Literature

A study of the most representative writers of the Generation of 98 as well as an analysis of selected writers of the present Century. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent. *3 semester hours*

Sp 175 Twentieth Century Hispanic Thinkers

An in-depth study of representative works of major Hispanic writers of the twentieth century within the context of contemporary literature and philosophy. Special attention is given to the works of Unamuno, Ortega y Gasset, Borges, and Paz. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent.
3 semester hours

Sp 181 Spanish Conversation

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion of a variety of contemporary topics. Opportunity is provided for practice in improvement in pronunciation, increasing vocabulary and correct use of grammar. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent.
3 semester hours

Sp 182 Spanish Composition

The objective of this course is to improve the student's proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar and syntax. Prerequisite: Sp 31-32 or its equivalent.
3 semester hours

Sp 187 Practical Applied Linguistics

A study of the difference between Spanish and English, and of the major difficulties in Spanish which confront the native English speaker. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. Particular attention will be given to such points of interference as the subjunctive, the verbal system, *ser* and *estar*, and others. Prerequisite: Sp 31-32 or its equivalent.
3 semester hours

Sp 191 Spanish Civilization and Culture

The main currents of Spanish civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Spain and Latin America are scanned and studied as a basis for class discussions. Conducted in Spanish. Prerequisite: Sp 31-32 or its equivalent.
3 semester hours

Sp 192 Spanish American Civilization

This course presents a general view of Spanish-American civilization from Pre-Colombian times to the present. The culture, history, literature, and fine arts of Spanish-America are studied through selected readings, slides, and films. Conducted in Spanish. Prerequisite: Sp. 31-32 or equivalent.
3 semester hours.

Sp 194 Aspects of the Spanish-Speaking World

The focus of this course is on selected parameters of contemporary culture which reflect the typical lifestyles, customs, and value systems of the Spanish-speaking people and their unique psychology. The principal emphasis will be on development of the student's ability to speak correct Spanish and especially on enlarging his or her vocabulary. This course should prove valuable not only to Spanish majors but to all students interested in international business, medicine, political science, psychology, etc. Prerequisite: Sp 21-22 or its equivalent.
3 semester hours

Sp 197-198 Coordinating Seminar

Readings and studies in a specialized area of Spanish, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement.
6 semester hours

Sp 197.1 Seminar in Pre-Practice Teaching

A course in special methods of teaching modern languages. Consisting of some lecturers who are master teachers, practice in writing lesson plans which make use of actual textbooks of the various high schools where the seniors will be practice-teaching. Also includes an intensive review of grammar combined with suggested aid involving creativity in the language classroom.
3 semester hours

Sp 199 Puerto Rican Literature and Culture

Study and explanation of distinctive elements of the language of Puerto Rico. Discussion of the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Reading, study, and critical analysis of the more important writers of the contemporary period. Prerequisite: Sp 31-32 or its equivalent.
3 semester hours

Modern Languages Electives

ML 167-168 Selected French Novels in English Translation

A study of the French novel from the approach of French sociological conditions, historical period, French psychology and philosophical concepts as found in the works of master French novelists. An in-depth analysis of the novels of Balzac, Stendahl, Zola, Flaubert, George Sand, Proust, Gide, Mauriac, Sartre, Camus, Le Clezio, Simone de Beauvoir, and highlighting biographical insights stemming from these works. *6 semester hours*

ML 170 Spanish Literature in English Translation

An in-depth analysis of masterworks of Spain with emphasis on the Contemporary period. This course will attempt to provide an understanding of the socio-historical background, philosophical concepts and aesthetic preoccupations of the most important Spanish writers. *3 semester hours*

ML 175 Spanish-American Literature in English Translation

Through the in-depth study of important works of the Contemporary period, this course will attempt to provide an understanding of socio-historical conditions, psychological peculiarities, philosophical concepts and aesthetic preoccupations of internationally renowned Spanish-American writers. *3 semester hours*

ML 193 Introduction to Literary Analysis

An introduction to the basic Techniques of Literary analysis; study will be based on careful analysis of lyrics, dramatic, and narrative texts. Conducted in English, with texts in Spanish, French, or German. *3 semester hours*

Music

(See *Fine Arts*)

Department of Philosophy

Professors: Grassi (*Chair*), M. Grossman, Long, L. Newton, Tong

Associate Professors: Dykeman, Johnston, Myers, Weber

Assistant Professors: Cardoni, Carr, Coleman

Lecturers: James, T. Regan

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the department publishes the *Fairfield Philosophy Journal*, each issue of which consists of student papers selected by a committee of the Department's faculty. In honor of the late Rev. J. Dennis Crowley, S.J., an award is presented annually for the best student essay. Also, the Department annually sponsors a series of lectures, and regularly hosts both national and international philosophy society conferences.

THE CORE PROGRAM IN PHILOSOPHY

It is the judgment of the Department that the best introduction to philosophy for the undergraduate is a study of the three major periods of Western thought — namely, the classical, the medieval, and the modern. Reflected here, moreover, is a division that is more than chronological; the three courses represent markedly different approaches to the philosophical enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is felt to be fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Each student takes two semesters of philosophy. The first course is Ph 10 — Introduction to Philosophy; the second course is selected from one of the Modern Philosophy options numbered from Ph 50 to Ph 99.

**COURSE REQUIREMENTS FOR
PHILOSOPHY MAJORS**

1. Two history of philosophy courses — ancient, medieval, modern-contemporary.
2. Two courses, each an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, Dewey, etc. In these courses, special emphasis will be placed on the use of primary sources.
3. A course considering the elements of traditional and modern logic.
4. Any other six courses.

MEDIEVAL CORE OPTIONS**Ph 13 Early Medieval Philosophy**

This course is designed as a general introduction to Medieval Philosophy and includes a general survey of the period. Readings are taken from Christian writers up to and including the thirteenth century. The course aims at showing the origin and development of themes characteristic of Medieval Christian Philosophy.

3 semester hours

Ph 14 Augustine, Aquinas

This course will examine and contrast the philosophical systems of these two preeminent Christian thinkers, the one representing the Platonic tradition, the other the Aristotelian.

3 semester hours

Ph 14.1 Augustine, Aquinas and Maritain

Although from three very different historical epochs each of these philosophers had similar insights regarding the notion of what constitutes a "human person." Man, by his very nature, is both an individual and a social being and it is this theme that bridges the three philosophers. We will examine the role of the person and man's relationship to the state as it appears in some of the major works of each author in the hopes of ultimately arriving at a generic theory of Man.

3 semester hours

Ph 15 Reason and Revelation in the Middle Ages

The course investigates the relationship of philosophy and theology, reason and faith, as it existed in the writing of Augustine, Boethius, Averroes, and Aquinas.

3 semester hours

Ph 16 The Epistemology of the Middle Ages

This course will examine the doctrines of how and what we really know. We will study the work of several important thinkers in the Middle Ages to include St. Augustine and St. Thomas Aquinas.

3 semester hours

Ph 17 Political Philosophy: Christian Era

This course will consider the evolution of Political Philosophy from the Christian Empire to the Renaissance. It will take as its focus the changing views of the *polis* from Augustine, through Thomas Aquinas and Marsilius of Padua to Machiavelli and Thomas More.

3 semester hours

Ph 18 Neoplatonism

This course will examine the rich and influential Platonic tradition from Plotinus, Augustine, and Boethius, through its medieval representatives, to the re-establishment of the Academy in the Renaissance.

3 semester hours

Ph 19 The Problem of God in Medieval Philosophy

This course will study the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Ockham, and Eckhart.

3 semester hours

Ph 21 Aspectus-Affectus: Intellectualism and Mysticism in the Middle Ages

This course will study and compare the two sometimes conflicting, sometimes complementary philosophical attitudes of the Middle Ages: the one stressing the ability of the reason to know, even something of the divine; the other abandoning the reason for the "one thing necessary." Among the philosophers to be read are Anselm, Richard of St. Victor, Aquinas, Bonaventure, and Eckhart.

3 semester hours

Ph 22 The Moral Philosophy of Abelard and Aquinas

This course will focus on the ethical theory of Peter Abelard, which stresses the individual moral agent, his personal guilt and responsibility, and the Christian naturalism of Thomas Aquinas, whose keystone is the virtue of prudence. The texts to be examined are the *Scito Te Ipsum* and the third book of the *Summa contra Gentiles*.

3 semester hours

MODERN OPTIONS

Ph 50 Modern Philosophy

This course serves to introduce the student to the philosophy and methods of philosophers from the seventeenth century to the present through a study of the writings of such philosophers as Bacon, Descartes, Hume, Kant, Nietzsche, and James. The readings focus on issues in methodology, epistemology, metaphysics, and politics. The course attempts to synthesize the philosophical themes and topics of the other core courses and serves as the immediate introduction to contemporary philosophical problems.

3 semester hours

Ph 51 Nature and Mind in Modern Philosophy

This course deals with the subject of nature and its relation to human knowledge and purposes, first through a detailed study of Francis Bacon's and Rene Descartes's philosophies, then through a series of selected readings from rationalist and empiricist philosophers from the seventeenth century to the present.

3 semester hours

Ph 52 Nihilism, Condorcet, Nietzsche

This course examines two selected anti-Christian nihilisms in their respective modern revolts against the maximal differentiations of philosophy and Christianity.

3 semester hours

Ph 53 Existentialism and its Modern Background

This course explores the basic themes and ideas of existentialism by relating them to their background in European culture and philosophy. Special attention will be given to the thoughts of Descartes, Pascal, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger and Sartre.

3 semester hours

Ph 54 Philosophy and Literature in the Modern Period

A study of literary philosophers, e.g., Nietzsche, Santayana, Sartre, and of literary works that raise philosophical issues.

3 semester hours

Ph 55 Philosophy of Science

A survey of the philosophic background against which contemporary discussions of philosophy of science must inevitably take place with emphasis on contemporary discussions of both natural and social science. Special attention will be given to the "contextuality" of scientific knowledge.

3 semester hours

Ph 56 Ethical Theory

The course offers a general discussion of the nature of ethics or "moral philosophy" and a comparative study of the various schools of ethical theory. The course will consider such themes as freedom, conscience, the nature of the good and responsibility.

3 semester hours

Ph 57 Descartes, Pascal, and Hume: Three Philosophical Enemies

This course considers why Descartes is called "The Father of Modern Philosophy," the grounds on which Pascal repudiates Descartes's philosophy, and Hume's simultaneous hostility and indebtedness to Descartes.

3 semester hours

Ph 59 Experience, Knowledge, Value

An introductory inquiry into experience, knowledge, and value as differentiated modes of consciousness in the concrete human being's participation in the order of reality and in the ground of being.

3 semester hours

Ph 97 Social and Business Ethics

An examination and analysis of the moral relations resulting from man's social nature. A study of problems in business ethics: relation between employee and company, advertising, pricing, competition, unions, ecology/energy, relation between business and the social order.

3 semester hours

Ph 103 Logic

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. 3 semester hours

Ph 106 Twentieth Century Philosophy

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Pragmatism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture. 3 semester hours

Ph 107 Aesthetics

A study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life. 3 semester hours

Ph 115 Metaphysics

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context. 3 semester hours

Ph 118 History of Medieval Philosophy

This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. The most significant thinkers of this period will be examined textually. 3 semester hours

Ph 119 Aquinas

A critical study of selected works from the two great *Summae* of Thomas Aquinas, with an emphasis on those themes that reflect his enduring contributions to the enterprise of philosophy. 3 semester hours

Ph 120 Francis Bacon

A study of Francis Bacon's philosophy — a philosophy concerned in the main with nature and with the natural sciences as the chief human means of coming to grips with nature — and an inquiry as to how far modern science has progressed in putting Bacon's philosophy into operation. 3 semester hours

Ph 130 Sartre and Heidegger

A critical examination of Sartre's "Being and Nothingness" and Heidegger's "Sein und Zeit." Such existential notions as "freedom, bad faith, nothingness, facticity, etc." will be examined. 3 semester hours

Ph 132 Nietzsche and Kierkegaard

This course concentrates on the major writings and central insights of the two thinkers. It attempts, also, to determine and evaluate their contributions to the development of contemporary Existentialism and to current radical thinking about God and morality. 3 semester hours

Ph 133 Introduction to Oriental Philosophy

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition. 3 semester hours

Ph 136 Plato

This course will be concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention will be given to Plato's inclination to identify virtue with knowledge. 3 semester hours

Ph 137 Aristotle

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter. 3 semester hours

Ph 147 Scepticism

An examination of the major writings on Scepticism from Sextus Empiricus to the present day. 3 semester hours

Ph 164 Philosophical Theories of Pleasure and Pain

The goal of this course is to acquaint the student with the great variety of philosophical attempts to make definitive statements about the roles of pleasure and pain in human experience. Readings will be drawn from the works of philosophical authors both ancient and modern, and as well from the works of certain modern short story writers. 3 semester hours

Ph 182 Bioethics

A study of ethical issues as they relate to clinical relationships, systematic human experimentation, and the development of biomedical technology. 3 semester hours

Ph 184 Medical Ethics

This course will involve a study of major philosophical and religious theories as they refer to medical-moral problems. *3 semester hours*

Ph 185 Philosophy of Literature

An examination of the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). *3 semester hours*

Ph 187 Philosophy of Religion

An inquiry into the nature of religion in general from the philosophical point of view, i.e., an inquiry employing the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. *3 semester hours*

Ph 188 Social and Political Philosophy

An analysis of the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. *3 semester hours*

Ph 189 Philosophy of Law

An examination of the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. *3 semester hours*

Ph 194 American Philosophy

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. *3 semester hours*

Ph 197 Social and Business Ethics

An examination and analysis of the moral relations resulting from man's social nature. A study of problems in business ethics: relation between employee and company, advertising, pricing, competition, unions, ecology/energy, relation between business and the social order. *3 semester hours*

Ph 198 Senior Essay

Philosophy major seniors may opt for doing a senior essay rather than take a particular three credit course. *3 semester hours*

Id 197-198 Seminar in Bioethics

A consideration of selected problems in the ethics of health care and biomedical research in a seminar format. Enrollment by permission of instructor. *6 semester hours*

Id 85 Ethics and Health Care

This course examines some of the major philosophical and religious theories of morality as they pertain to the rights and duties of patients, nurses and doctors. Particular attention is given to the moral questions concerning abortion, death and dying, and the care for seriously handicapped infants. Case studies will be used to see how moral principles are applied by persons who are patients and by nurses and doctors in the practice of medicine and nursing. *3 semester hours*

Id 95 Ethics in Law and Society

This course will deal with the following topics: the nature of law and the legal; justice in society; human rights; civil disobedience; the enforcement of morals; the power of law to bring about social change; roles of legislation and adjudication. *3 semester hours*

Id 96 Ethics in Government

This course will deal with the following topics: moral foundations of democracy, legitimacy, moral and otherwise; government secrecy and lying; forms of corruption; foundations of justice and discrimination; the ideal society. *3 semester hours*

Department of

Physics**Professors:** Hadjimichael, McElaney, Zabinski**Associate Professors:** Khadjavi, Newton*(Chair)***Assistant Professor:** Gallatin

The science of physics is concerned principally with matter and energy, the nature of each, and their interactions. It is the fundamental science for most branches of engineering and has innumerable applications in medicine, industry, and everyday life. The objectives of the Department of Physics are: 1) to impart knowledge of the general principles of physical science and to show applications to human problems; 2) to train the student in logical and accurate methods of observation, measurement, and analysis; 3) to provide adequate training in the fundamentals of physics as a basis for medicine, engineering, and other courses of study; 4) to encourage those students with exceptional aptitude to pursue graduate work in physics.

In addition to the general program, the Department of Physics offers an option in biophysics and health physics.

There is a laboratory in the appropriate matter of each of the four years carrying 1 semester hour of credit each semester.

In addition to a major, a minor in Physics is available following consultation with the Chair.

Bachelor of Science*(Major in Physics)*

	Semester Hours	
	Fall	Spring
Freshman Year		
Physics (Ps 15-16)	3	3
Physics Laboratory	1	1
Mathematics (Ma 17-18)	4	4
English (En 11-12)	3	3
Philosophy—Religious Studies	3	3
Foreign Language	3	3

Sophomore Year

Physics (four courses)	8	8
Mathematics (Ma 23-24)	3	3
English—Philosophy	3	3
Social Studies Electives	3	3

Junior Year

Physics	4	4
Chemistry	4	4
Mathematics	3	3
Religious Studies —		
Philosophy or Religious Studies	3	3
Elective	3	3

Senior Year

Physics	8	8
History (Hi 15-16)	3	3
Fine Arts—Elective	3	3
Electives	3	3

**CONCENTRATION IN BIOPHYSICS
OR HEALTH PHYSICS**

	Semester Hours	
	Fall	Spring
Freshman Year		
Physics (Ps 15-16)	4	4
Biology (Bi 11-12)	4	4
Mathematics (Ma 17-18)	4	4
English (En 11-12)	3	3
Foreign Language	3	3
Sophomore Year		
Physics (Ps 126-171)	4	4
Chemistry (Ch 15-16)	4	4
Mathematics (Ma 23-24)	3	3
English—Philosophy	3	3
Social Studies Electives	3	3
Junior Year		
Physics—Biomedical Instrumentation	3	2
Chemistry (Ch 11-12)	5	5
Mathematics—Elective	3	3
Philosophy — Philosophy or Religious Studies	3	3
Religious Studies	3	3
Senior Year		
Physics	3	3
History (Hi 15-16)	3	3
Fine Arts—Elective	3	3
Electives	6	6

Ps 15 General College Physics I

Mechanics and heat for students whose field of concentration will be physics, mathematics or chemistry. An introductory course. Rigorous mathematical derivations are used freely, but the methods of calculus are indicated only occasionally. A study of velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases; measurement and transfer heat, elementary thermodynamics.

3 semester hours

Ps 16 General College Physics II

Electricity, lights, and sound. A continuation of Ps 15. A study of magnetism and electronics, simple electric circuits, electrical instruments, generators and motors, the principles of the vacuum tube, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum; production and detection of sound waves.

3 semester hours

Ps 71 Light and Color

The role of light in human culture, art, religion, and science; light rays and light waves; optical phenomena in nature; simple optical instruments such as a camera; recording of optical images: photography, holography, and video tape; photographic darkroom procedures and techniques; sources of light and their spectra; polarization of light; color perception and laws of color combination.

3 semester hours

Ps 73 Man and Technology

Major concepts of modern information science are considered with emphasis on the man-technology interaction. These concepts include modeling and decision-making in such areas as energy, population, pollution, transportation, and computers

3 semester hours

Ps 76 Physics of Sound and Music

The physical principles in the production of sound are examined with emphasis on sound produced by musical instruments. This includes the nature of wave motion as produced by vibrating strings and organ pipes, as well as harmonic content, musical scales and intervals, and the mechanism of the hearing process. Applications are made to the construction and characteristics of musical instruments, and to the design of auditoriums and concert halls.

3 semester hours

Ps 83 General College Physics for the Life and Health Sciences I

Mechanics, heat and thermodynamics, wave motion and sound. The fundamentals of each area are treated rigorously, using calculus throughout. A study of velocity and acceleration. Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, and elastic properties of solids; properties of gases, transfer of heat, and elementary thermodynamics. 3 lectures, 1 laboratory period.

4 semester hours

Ps 84 General College Physics for the Life and Health Sciences II

A continuation of Ps 83. Light, electricity and magnetism — a study of the nature of light, reflection, refraction, diffraction, and polarization; electrostatics, DC circuits, magnetic forces, electromagnetic induction, AC circuits, electrical instruments, generators and motors. 3 lectures, 1 laboratory period.

4 semester hours

Ps 85 Introduction to Astronomy I

This course is intended primarily for the student who is not majoring in the physical sciences. In addition to the elements of modern astronomy, the course will discuss scientific methods and the philosophy of science. Topics to be discussed include: an historical introduction, celestial coordinates, telescopes, the sun, moon, planets, comets and meteors.

3 semester hours

Ps 86 Introduction to Astronomy II

Continuation of Ps 85. Topics to be emphasized: stellar spectra, binary stars, galactic structure, star clusters, stellar populations, stellar evolution, and cosmological models.

3 semester hours

Ps 91-92 History and the Cultural and Social Impact of Science

The objectives of this course are(a) to trace the historical development of science and induce an appreciation of universal natural laws, (b) to investigate the scientific influence on the development of culture and society, (c) to take a critical view of the culture and social institutions of today and examine to what extent science is responsible for their ills or virtues, and (d) to determine if it is possible that a concerted action on the part of the scientific enterprise can truly improve "man's estate." The first part of the course focuses on culture, the second part deals with social institutions.

6 semester hours

Ps 93 Energy and Environment

The complex issues relating to the production of energy and its interaction with the environment are examined in the light of the historical factors which have influenced our use of energy and the contemporary problems which the limits of our resources have imposed. Alternatives to energy resources are studied, including nuclear fission, nuclear fusion, and solar energy, as well as other possible alternatives. *3 semester hours*

Ps 95 Meteorology

The course introduces the science of meteorology to the student who has little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments which measure atmospheric changes; and the forces which produce winds and storms. Applications are made to weather forecasting, to the economic impact of weather, and to the modification of weather and climate. *3 semester hours*

Ps 111 Fundamentals of Electronics

General principles of direct and alternating current circuits; semiconductor and vacuum tube devices; operation, characteristics and equivalent circuits for transistors and tubes; operational amplifier circuit principles and use of these amplifiers for signal processing; integrated circuits; statistics and random noise in electronics. *3 semester hours*

Ps 120 Computers in Contemporary Society

The course provides a general introduction to computers for the nonscience major. Topics covered include computer programming (APL), history of computers, hardware and software, data processing, simulation and the social complications of computers. *3 semester hours*

Ps 122 Geometrical and Physical Optics

The nature and propagation of light, the laws of reflection and refraction, refraction and reflection at spherical surfaces, lenses and lens aberrations, optical instruments, interference, diffraction, resolving power, polarization, line spectra, thermal radiation, photometry and color. *3 semester hours*

Ps 126 Theoretical Mechanics I

Fundamental ideas of classical mechanics; elementary dynamics; gravitational forces and potentials; free and forced harmonic oscillations; central fields and the motions of planets and satellites. *3 semester hours*

Ps 127 Theoretical Mechanics II

Rigid body dynamics; systems of particles; rotational motion; Hamilton's principle and Lagrange's equations; tensor algebra and initial tensors; small oscillations; normal modes. *3 semester hours*

Ps 141 Thermodynamics

Temperature scales and thermodynamic systems; Carnot cycle; absolute temperature; entropy. The laws of thermodynamics; chemical, electric, and magnetic systems; kinetic theory of ideal gases; distribution of molecular velocities; the Maxwell-Boltzmann statistics; applications of the Boltzmann statistics; quantum statistics. *3 semester hours*

Ps 171 Electricity and Magnetism I

The laws of electrostatics and concepts of field intensity and potential; the derivation of Gauss' law and its application; dipoles, condensers, and the energy of charged systems. Laplace's equation; magnetostatics and magnetic instrument. Vector operation; Ampere's law; galvanometers. Alternating currents and electromagnetic induction; inductively coupled circuits. *3 semester hours*

Ps 172 Electricity and Magnetism II

Electric and magnetic fields in matter, solutions to Laplace's equation and the boundary value problem; multiple expansion of fields and potentials; Maxwell's equation and electromagnetic radiation; polarization; relativistic transformation of fields; electrical conduction in gases and plasmas. *3 semester hours*

Ps 185 Atomic Physics

Fundamentals of atomic and molecular structure; photoelectric effect; special relativity; black body radiation, Bohr Theory; optical spectra; Compton Effect and x-rays; introduction to quantum mechanics. *3 semester hours*

Ps 186 Nuclear Physics

Fundamentals of nuclear structure; alpha and gamma emission; beta decay; nuclear masses and spins; particle accelerators and detection devices; nuclear fission and fusion. *3 semester hours*

Ps 188 Quantum Mechanics

This course is to introduce the student to the physical concepts and mathematical formulations of non-relativistic quantum mechanics. Topics to be discussed will include: the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. Prerequisites: classical mechanics, atomic physics, advanced calculus and differential equations. *4 semester hours*

Ps 191-192 Physics Seminar

Designed for those students who intend to do graduate work in physics, the seminar provides an opportunity for intensive investigation of selected topics at an advanced mathematical level. Participation in and credit for the seminar will be allowed only to those students selected by the faculty with the consent of the Dean.

Department of
Politics

Professors: Dew, Donnarumma
Associate Professors: Katz, Orman (*Chair*)
Assistant Professors: Cassidy, Greenberg
Lecturer: Linnane

The Department of Politics has attempted to develop a balanced and diversified curriculum which covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning. Professors are closely involved with the emergent programs of Ethics, Peace and Justice, and Latin American/Caribbean Studies. Thus, while it is designed to provide a broad liberal education, the Politics curriculum is also appropriate for a large number of career orientations, especially law, government, the media, teaching, and business.

A major in politics will constitute 30 credits: 3 at the lower division level and 27 at the upper division level. Each student must take two courses in each of the following fields in order to fulfill the requirements of the major: American government and politics, political theory and comparative politics/international relations.

Minors in Politics are required to complete 18 credits, including the introductory course and one course from each of the above mentioned subfields.

Po 11 Introduction to American Politics

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; proposals for reform of the political system will be analyzed.
3 semester hours

Po 107 American Law and Social Responsibility

A study of the foundations of modern jurisprudence, dealing with the theories and systems of law; the forms and methods of trials, and law in the modern world and societal response.
3 semester hours

Po 108 State Politics

A study of state constitutions and powers; branches of the political edifice and the attendant bureaucracy including its dynamism. The problems of finances and budget are considered with some concern for the effect upon county and local government. Law enforcement and other selected problems and functions are included.
3 semester hours

Po 111 Western Political Thought I

Political theory from Plato to Locke. Plato, Aristotle, and the Epicureans. The Stoics and the law of nature. Early Christian political ideas; Ambrose, Augustine, and Gregory. The Roman Lawyers. Church and state in the feudal regime; Aquinas and Dante. The conciliar theory, Machiavelli and the Reformers. English political theory in the seventeenth century: Hooker, Coke, and Hobbes.
3 semester hours

Po 112 Western Political Thought II

Political Theory from Locke to the present. Locke and the "Glorious Revolution." French political thought and the Revolution: Montesquieu, Voltaire, and Rousseau. Hume and his destruction of the natural law; Burke and tradition; Hegel and his dialectic; liberalism; Mill and a modernized liberalism; Marx and dialectical materialism; modern communism, fascism, and socialism.
3 semester hours

Po 113 Topics in Democratic Theory

An analysis of democratic theory and the problems of the democratic state in the late twentieth century. The course will first treat the central elements of democratic thought and then turn to specific topics and problems. Among the topics to be discussed will be: the nature and role of rights; conceptions of justice; political participation; and religion in the secular state.
3 semester hours

Po 116 Utopian Politics

The attempt to discover a true relationship between authentic man and government, between personal fulfillment and political life. Students are encouraged to become aware of their own values and the wider social implications of these values. Accordingly, students design their own work and a substantial number of class meetings are spent in small group discussion. Lectures, while given regularly, are less frequent than these discussions. The course begins with a critique of American values from a utopian perspective. Alternatives are then considered from the ideas of Rousseau, the Anarchists, the American counterculture, contemporary China, and Christian radicalism including pacifism.

3 semester hours

Po 118 American Political Thought

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism.

3 semester hours

Po 119 Christianity and Politics

An examination in seminar format of the political implications of Christianity. Among the authors considered are those of the New Testament, Augustine, Aquinas as well as contemporary thinkers such as Gandhi, Pope John XXIII, and the liberation theologians. The student is expected to develop his or her own understanding through extensive reading and writing on these thinkers.

3 semester hours

Po 120 European Politics

An analysis of the political institutions and dynamics of Great Britain, France, West Germany and Italy. The relationship between the political culture and the political system will be emphasized. Alternate methods of dealing with societal problems will be analyzed.

3 semester hours

Po 121 British Politics and Society

In a seminar format this course will use an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. Course will focus on the role of class, racial problems, declining economy, devolution and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments.

3 semester hours

Po 123 Modern Political Ideologies

An examination of the prevailing political belief systems in the modern world. Contemporary theories of democracy will be analyzed with special reference to the question of democracy's ability to deal with the problems of American society. Marxism will be explored in terms of the political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin and Mao Tse-tung. The basic concepts of fascism will be discussed and an analysis will be made of the meaning of totalitarianism.

3 semester hours

Po 125 Democracy and Representation

Political institutions and arrangements in the United States are frequently judged from the perspective of how democratic and representative they are. The way these concepts are defined and applied have significant political consequences. This course will seek to define these concepts in the light of the American political tradition, and to apply these definitions to recent political controversies. Specifically, we will examine the demands for community power, the decline of the party system, and the significance of "one man, one vote" in American politics.

3 semester hours

Po 131-132 Survey of English Legal and Constitutional Development

Origins and foundations of English jurisprudence and of English common laws as to nature and function through different historical eras; evolution of substantive and procedural laws in property, contract, criminal, civil, administrative, equity, statutory, and constitutional fields; organizations of a judicial system and its personnel. Taught alternate years.

6 semester hours

Po 133 Comparative Legal Systems

Using an interdisciplinary approach, this course will focus on the historical development of the legal systems of the United States, France, England and the People's Republic of China, and the effect of that development on the contemporary role of each legal system within the larger social system.

3 semester hours

Po 141 Africa and the Middle East

Oil, Islam, and Israel constitute a volatile mix in the Middle East. So does the combination of tribal and urbanized Blacks, coloreds, Indians, and white supremacists in South Africa. In Black Africa, things are quieter but no more settled: tribal warfare, military coups, grating poverty, and dictatorial brutality spot the continent. This course will survey each of these three worlds of turmoil. 3 semester hours

Po 142 Latin American Politics

U.S. interference and exploitation compete with domestic tyranny and corruption in wracking the land of Aztecs, Mayas, and Incas. This course studies the plight of peasants, slum-dwellers, and reformers in Mexico, Central America, Venezuela, Brazil, Peru, Bolivia, Chile, and Argentina. 3 semester hours

Po 143 Caribbean Politics

Racism, colonialism, and poverty afflict the paradise islands of this region, producing dramatic revolutions, Black Power movements, and U.S. interference. Countries studied: Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Surinam. 3 semester hours

Po 145 The Major Powers of Asia

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system will be emphasized; the different paths towards modernization taken by each will be analyzed; foreign policies of each of the nations will be discussed. 3 semester hours

Po 146 Seminar on China

An examination of the major problems of contemporary Chinese society with a particular emphasis on political socialization and the Chinese political culture and the role(s) of such groups as students, peasants, women, etc. The seminar will attempt to focus on these problems though an analysis of political philosophy, short stories, novels, plays, and biographies, both by Chinese writers and Western scholars and observers. 3 semester hours

Po 147 International Relations

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of *realpolitik*, morality, international law, and international organization. Special attention is given to the arms race and other contemporary issues. The class will simulate possible future conflicts. 3 semester hours

Po 148 United States Foreign Policy

Review of the Cold War from orthodox and revisionist perspectives. Vietnam. Discussion of various factors in the struggle to control foreign policy. Problems of nuclear strategy, trade, aid, espionage, etc. Major contemporary policies and commitments will be debated by class. 3 semester hours

Po 149 Seminar on Russia

Survey of Russian political, economic, and social developments under communism. Special attention will be given to the writings (fiction and non-fiction) of the Russian dissidents. Russian foreign policy will be examined. 3 semester hours

Po 150 Urban Politics

Structures and processes of urban politics will be examined. The major participants and policy areas of urban political processes will be considered. The evolution of urban areas will be set in historical perspective. Major contemporary problems will be discussed and alternative solutions will be analyzed. 3 semester hours

Po 151 Urban Politics Seminar

The seminar gives the student an opportunity to explore in depth areas directly or indirectly related to the governance of American cities and to the quality of life in urban areas. Topics to be examined change from year to year depending upon interest and importance. The prerequisite for the seminar is an introductory urban politics or urban sociology course. Taught alternate years. 3 semester hours

Po 155 Public Administration

The course will focus on the role of the bureaucracy within the political process. The problems of efficiency and accountability will be examined. The classic models of bureaucratic organization and function will be studied in juxtaposition to the reality of bureaucratic operation. Proposed reforms will be analyzed in order to determine the viability of change. 3 semester hours

Po 161 The American Presidency

A study of the role of the President in the political system. The origins, qualifications and limitations of office will be considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed. 3 semester hours

Po 162 United States Congress

A study of Congress within the context of the political system and an analysis of its constitutional powers; historical development; processes of recruitment; formal organization; committee system; social make-up; folkways; political leaders; constituency and interest group influences as well as consideration of its domestic and foreign policy outputs. Chances for reform and evolution will be considered.

3 semester hours

Po 163 Supreme Court I

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system will be analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power and relations between the branches. The political consequences of Court decisions will be emphasized.

3 semester hours

Po 164 Supreme Court II

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions will be emphasized as well as the political environment in which the Court functions.

3 semester hours

Po 165 Political Parties, Interest Groups and Public Opinion

This course will examine various linkage models that describe representation of citizens by leaders. Moreover, the course will examine political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision-makers in the American system to citizens' demands? These questions and others will be considered in the course.

3 semester hours

Po 166 Private Power and Public Policy

An examination of some of the major policy problems facing American society today: poverty, pollution, the medical care system, and the military-industrial complex. The causes of these problems will be discussed particularly in terms of the influence of private economic power and especially large corporations. Finally, an analysis will be made of the policies formulated by the federal government in response to these questions.

3 semester hours

Po 168 Politics and Mass Popular Culture

This course will survey the political aspects of American popular culture by examining the relationships between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others will be explored in the course.

3 semester hours

Po 195 Political Socialization

An examination of the origins and developmental aspects of political beliefs, attitudes and ideologies. The course will focus on both the theories and processes of political learning and how orientations acquired during the life cycle vary under different cultural conditions. Special emphasis will be given to assessing the influence of socializing agencies such as the family, schools, peers, and mass media on political learning and the effect of the socialization process on the stability of the political system.

3 semester hours

Po 196 Ethics, Corruption and Politics

This course is designed as a survey of ethical issues in politics that arise in the conduct of public affairs. It will introduce the students to complex ethical problems, mostly drawn from the American political system, in an effort to help the student clarify his or her own political values and ethical thinking. Moreover, the course will provide an introduction to the study of corruption within the American political system.

3 semester hours

Po 197 Washington Semester: Selected Topics**Po 198 Senior Independent Research**

Seniors may do independent work in one of three areas: (1) library research on a selected topic; (2) field research; or (3) directed reading on a selected topic. Each student involved in such a course will work under the direction of one of the members of the department. Taught both fall and spring semesters.

3 semester hours

Po 199 Political Internship

Selected seniors will work in state or local government agencies or with public interest organizations for two full days each week for a semester. The purpose of such hands-on field work is to provide students with first-hand knowledge of governmental problems and an opportunity to apply what they've learned. A journal and/or research paper is normally required.

Department of

Psychology

Professors: Boitano, Braginsky (*Chair*),
Gardner, McGrath, Salafia

Associate Professors: McCarthy, V. Murphy,
Smith

Assistant Professor: Worden

The Department of Psychology has set as its major objective the education of students who desire a quality and basic scientific undergraduate program in psychology. Such a program, along with the careful selection of other courses, prepares students for graduate study in psychology, neurosciences, education, medicine, law, social work, business, etc., or for entry immediately after college into a career in government or industry. In addition, one of the objectives of the Department is the presentation of significant background courses in many areas of psychology for non-majors.

Depending on their background and orientation, students may choose either the B.A. or B.S. degree in psychology. For the B.A., required courses include Psy 11-12, Psy 103, Bi 83-84. For the B.S. degree, requirements include Psy 11-12, Psy 103-104, Bi 83-84, Ma 13-14, Ch 11-12, Ps 83-84, and at least two labs in psychology. Students may choose the B.S. degree program only at the end of their freshman year after consultation with a Psychology Department advisor.

Required courses for the major in psychology are general psychology and statistics. Additionally, there is a core of highly recommended courses which include: (1) abnormal psychology, (2) human development, (3) learning and memory, (4) perception and cognition, (5) physiological psychology, (6) social psychology, and (7) theories of personality.

Psy 11-12 General Psychology I & II

This full-year course is designed to introduce the student to the broad field of psychology and its scientific base. One semester will cover an orientation to psychology in the areas of sensation, perception, memory, learning, and motivation. The other semester will be an introduction to the clinical and social areas of psychology. *3 semester hours*

Psy 15 Basic Psychology

This is a one semester course designed to introduce the student to the basic concepts, methods and principles of psychology. It will stress the biological basis of behavior, sensation, perception, learning, memory, motivation, language and information processing. *3 semester hours*

Psy 103 Statistics for the Life Sciences I: Basic Statistics

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance. This course is open to majors in the behavioral, biological, and physical sciences. *3 semester hours*

Psy 104 Statistics for the Life Sciences II: Research Design

This is an advanced course in inferential statistics. Its purpose is to extend the students' abilities in the design and analysis of research projects through a consideration of hypotheses, theories, measurement, control, and the logical bases of experimental inference. Advanced statistical methods, such as analysis of variance, analysis of covariance, and non-parametric procedures are presented. *3 semester hours*

Psy 109 Basic Laboratory in Human Experimental Psychology

Students in this laboratory will be exposed to four content areas in human experimentation: Social/Personality, Family Systems, Developmental and Clinical Geropsychology.

All those who register for the laboratory will be subdivided into four groups. Each of these groups will rotate through the four content areas. The small groups will spend three weeks completing an experiment in each of the four content areas. These small group experiences will be complemented by large group meetings which will be coordinated and facilitated by the participating faculty.

The course is open to all junior and senior psychology majors, and to those sophomores with specific faculty advisement. Prerequisites: Psy 103 and any two of the following courses: Psy 148, 163, 187, 184, 151. *4 semester hours*

Psy 112 Psychological Testing

This course gives the student an overview of test theory and use. Attention focuses upon benchmarks to be observed in test construction, use, and evaluation. Problems of reliability and validity are considered with respect to tests of maximum performance and measures of typical performance.

3 semester hours

Psy 121 History and Systems Psychology

The aim of this course is to provide the student with an overview of the significant influences leading to the development of psychology. The emphasis will be upon specific individuals and the nature of their contributions. The course will cover: the empiricist-associationist tradition, physiological influences, early experimental psychology, the founding of the first psychology laboratory by Wundt, Wundt's contemporaries, and the various schools of psychology; viz., structuralism, functionalism, behaviorism, Gestalt psychology, and the psychoanalytic movement.

3 semester hours

Psy 132 Industrial Psychology

This course presents an overview of the role of psychology in business and industry. Topics include: personnel and vocational selection, job satisfaction, advertising, market research, accident prevention, industrial fatigue, psychological testing.

3 semester hours

Psy 148 Social Psychology

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

3 semester hours

Psy 151 Abnormal Psychology

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed.

3 semester hours

Psy 155 Behavior Modification

This course is intended to complement the study of the psychology of learning by a careful analysis of the principles of counter conditioning (i.e., Wolpian non-operant conditioning) and operant conditioning. The focus will be not only on current methodologies used for individual and group behavior therapy, but also the research evidence for each methodology. Prerequisites: Psy 11-12.

3 semester hours

Psy 161 Physiological Psychology — Independent Study

A one-semester introduction to brain-behavior relationships, emphasizing the rudiments of neurophysiology, neuroanatomy, and neuropsychology. The latter includes the neural bases of aggression, sleep, sex, food and water consumption, fear, learning and memory. It is a Personalized System of Instruction (PSI) course in which the student's progress is measured by self-paced unit-mastery tests.

3 semester hours

Psy 162 Psychology of Death and Dying

The clinical research and theoretical contributions of behavioral and social scientists provide the foundation for this interdisciplinary study of death and dying. The principal focus of the course is the psychological organization of the dying person and his/her family, and death is considered within a life-cycle perspective. Some selected topics include suicide, euthanasia, grief and bereavement, intervention and care of the terminally ill and psychosocial and support structures for the bereaved. Extensive use is made of dramatic and documentary films, as well as other structured activities which serve as catalysts for discussion and integration. While maintaining a high respect for authentic inquiry and high standards of scientific evidence, the course simultaneously encourages students to explore their latent attitudes and feelings about the specific topics discussed.

3 semester hours

Psy 163 Human Development

A development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis will be on normal development.

3 semester hours

Psy 164 Development Psychology of the Adult Years

Within the framework of a life-cycle approach to human development, this course will focus on the major tasks of adult life. Building upon this systematic approach, the course will attempt to bring an interdisciplinary perspective to adult development by emphasizing the interaction of psychological, social, and physiological aspects. In addition to a treatment of the major themes of early and middle adulthood, a significant treatment of the psychology of the aging person will be included, highlighting behavior and adaptation in later life.

3 semester hours

Psy 165 Learning and Memory

The purpose of this course is to present a basic understanding of definitions, principles, problems and mechanisms of learning and memory. It begins with an introduction to and analysis of the seven major learning theories. Next there is an attempt at synthesis through a consideration of the contemporary scene in learning theory and research. Finally, the structure of memory is described through a consideration of psychological and physiological basis of encoding, storage and retrieval processes. Prerequisite: Psy 11 or 15.

3 semester hours

Psy 166 Learning and Memory Laboratory

This course provides the student with the opportunity to put into practice principles and methods of research design and analysis in the context of learning experiments. It is important to note that although the experiments deal with learning phenomena such as Pavlovian and operant conditioning, inhibitory mechanisms, avoidance learning, cognitive processes and the neural basis of memory, the major emphasis of the laboratory is the design, conduct, control, analysis, and interpretation of experiments. Prerequisite: Psy 11, 15 or 165; Psy 103-104.

4 semester hours

Psy 171 Physiological Psychology Laboratory

Essentially a technique-oriented course designed to give those students who are planning careers in neuropsychology training in the basic rudiments of small animal brain surgery. These include aspirated lesions, stereotaxic procedures, electrical brain stimulation and electrical recording, perfusion and brain extraction, histological techniques, and behavioral measurement. A written mini-neuropsychology report is required in addition to the design of an original experiment. Prerequisites: Psy 11-12; Psy 100 or 103; Psy 161.

4 semester hours

Psy 180 Perception and Cognition

This course considers sensory processes, perception and cognition as aspects of human information processing. The nature of perceiving and its neuropsychological substrates will be discussed, with emphasis on human experimental data. Human cognitive processes, including memory, thought, and language, will also be considered. Prerequisites: Psy 11 or 15.

3 semester hours

Psy 181 Perception and Cognition Laboratory

Students will plan, conduct, and write in journal format several experiments dealing with any of a variety of perceptual and cognitive phenomena. Emphasis will be on research design, control of relevant variables, and concise scientific writing. Prerequisites: Psy 11 or Psy 15; Psy 103-104; Psy 180.

4 semester hours

Psy 184 Theories of Personality

The content of the course will be an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function and dynamics.

3 semester hours

Psy 186 Group Dynamics

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It will also be possible for students to make use of experiential as well as classroom methods of learning. Prerequisites: Psy 151; Psy 163.

3 semester hours

Psy 187 Organizational Psychology

This course introduces the student to the concepts of open systems theory, particularly as they apply to organizations. Topics to be considered include the development of organizational structures, organizational roles, power and authority, communication and leadership functions. The course will combine didactic and experiential methods of learning.

3 semester hours

Psy 190 Drugs and Behavior

A survey course discussing the psychopharmacological properties of the more significant drugs used for research and by society, in general. These include by class, alcohol and nicotine, the depressants and stimulants, the tranquilizers, the opium derivatives, and the hallucinogenic compounds. Particular emphasis will be placed on the drugs' site of action in CNS as well as behavioral alteration in the controlled and non-controlled environment.

3 semester hours

Psy 193 Environmental Psychology

The course is designed to explore the relationships between the psychological aspects of man and the environment in which he lives. Students will be involved in selecting, designing, and conducting a class research project in the realm of environmental psychology. Class material will consist of trying to assess the relevant parameters of the environment in addition to its effect upon man. *3 semester hours*

Psy 195 Internship in Applied Psychology

The intern program is designed to provide the senior psychology student with practical experience in a field setting. The student will gain a wide exposure to the particular system in which he or she works which can be useful in making a career decision within the broad range of helping professions. Since helping is an art, it is learned by doing. This experience will attempt to integrate the cognitive and the experiential. The internship will require between 10-15 hours of on-site work per week. Prerequisite: Permission of Program Director. *4 semester hours*

Psy 196A Advanced Seminar in Clinical Psychology

This seminar, intended for highly motivated students, will provide participants an opportunity to study in depth some topics of interest in both the scientific and professional aspects of clinical psychology. Students will be required to prepare and present papers in both areas of the field. A significant amount of independent reading is expected, according to the interests of participants. Prerequisite: Permission of instructor. *3 semester hours*

Psy 196B Advanced Seminar in Experimental Psychology

This seminar provides the student with an opportunity to explore in depth topics of importance in psychology today. Students will read extensively and deliver comprehensive oral reports on topics which they have selected with the guidance of the professor. (Previous selections have included such diverse issues as bilingualism, parapsychology, retardation, hypnosis, and psychosurgery.) Individually tailored instruction will be provided in skimming articles for information, organizing material, and presenting it effectively. Prerequisites: Psy 11-12; Psy 161 or 165 or 180. *3 semester hours*

Psy 196C Advanced Seminar in Social Psychology

This seminar provides students with the opportunity to explore in depth topics in the social-personality areas of psychology. Students will elect a topic of their choice to concentrate on through extensive readings and/or research activity. This course is for upper division Psychology majors. Prerequisite: Psy 148. *3 semester hours*

Psy 197 Human Neuropsychology

Brain damage provides us with a unique "window on the mind." Accordingly, the emphasis throughout this course will be on clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and *psychologically-based* approach to brain functioning. In addition, it is a profoundly practical and applied discipline, based upon real people with real psychological problems. Prerequisites: Psy 11 or 15 or General Biology. *3 semester hours*

Psy 198 Independent Research

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal will be required prior to acceptance into this course, and early planning is essential. *4 semester hours*

Psy 199 Theories in Psychotherapy

The course will explore similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. Traditional psychoanalytic techniques and more recent innovations in behavior therapy, existential therapy, transactional analysis, and Gestalt therapy will be covered. Prerequisites: Psy 151; Psy 163. *3 semester hours*

Department of

Religious Studies

Professors: M. Lang, Mooney

Associate Professors: Burns, (*Chair*)

Caffrey, Humphrey, O'Callaghan, Thiel

Assistant Professors: Benney, Lakeland

Lecturer: McElaney

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes — scripture, spirituality, ethics, the problem of faith, etc. The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

A student may take courses offered by the Religious Studies Department in the required "Core Curriculum," as electives, or in a minor or major program in Religious Studies under the direction of a departmental advisor.

Three of the five courses required in Area III of the Core Curriculum may be taken in Religious Studies. *Introduction to Religious Studies* (RS 10) must be taken by all students; a second course of the student's choosing must be taken in Religious Studies. A third course may also be chosen in Religious Studies to complete the five course requirement of Area III.

In addition, many students choose Religious Studies courses as electives in order to develop personal interests, as well as to meet the General Education Electives requirement.

A personally structured option in Religious Studies may be pursued by choosing second and third courses of the Area III requirement from offerings with related content. An elective course or two would extend this option into a program of interest to the student.

The Department offers a *minor* program of at least 15 credits and a *major* program of at least 30 credits. The student, advised by the Department, designs a program that both responds to the student's personal interests and incorporates the major divisions of Religious Studies.

Students interested in an option, a minor, a major, or a double-major program should contact the Chair of the Religious Studies Department.

INTRODUCTORY

RS 10 Introduction to Religious Studies

This is an introduction to the study of the religious achievement of humanity. It considers the meaning and end of religion, its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values and experience, as evidenced in the scriptures, traditions, doctrines and histories of various religions.

3 semester hours

HISTORICAL STUDIES

RS 101 Development of Christian Religious Thought

Major trends in Christian thought from the early Church to the Renaissance. An analytical survey of the contributions of outstanding thinkers, of the development of significant ideas and institutions from the patristic age, through the rise and decline of Scholasticism, to the Renaissance.

3 semester hours

RS 105 The Reformation Era

An examination of the religious reform of the sixteenth century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation.

3 semester hours

RS 107 The Rise of Modern Protestant Theology

An historical study of the development of Protestant thought from the late eighteenth century to the present. The course will examine the ideas of theologians who shaped the Protestant tradition during this period (Schleiermacher, Bultmann, Barth) as well as influential debates (religion and the rise of science) and movements (liberalism, death of God). Special attention will be given to the "modern" propensities of contemporary Protestant thought.

3 semester hours

CHRISTIAN THEOLOGY/SYSTEMATICS**RS 112 The Problem of God**

An historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development will be explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God.

3 semester hours

RS 117 Developments in Christology

A systematic treatment of the person and work of Jesus Christ. The course will examine different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments.

3 semester hours

RS 120 Contemporary Christian Anthropology

A critical examination of the Christian understanding of human nature and its place in the world. The course will develop a "theory" of what it means to be a human person — divinely created, redeemed, and faced with the problem of death — derived from the insights of the anthropologies and process worldviews of contemporary theologians.

3 semester hours

RS 123 The Church

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils, and the writings of Hans Küng, Avery Dulles and Juan-Luis Segundo.

3 semester hours

RS 126 The Sacraments in Christian Life

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation and Penance as sacraments of reconciliation. Special sacramental questions are also considered.

3 semester hours

RS 129 Marriage and Family

A study of marriage in scripture and Christian tradition, as a secular reality and a saving mystery. A discussion of marriage as a community of life and love. The problems of Catholic marriage and contemporary family life in a pluralistic society.

3 semester hours

RS 132 Theology and the Problem of Culture

A theological examination of the relationship between Christian faith and secular culture since the late eighteenth century. After exploring the Enlightenment criticism of Christianity, the course pursues an historical and constructive study of two divergent directions in modern theology: "cultural theology" and the "theology of culture." This typology will be investigated in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II.

3 semester hours

RS 135 Political Theology

An analysis of contemporary theological movements which emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length of the development of the Latin American theology of liberation, and examines its theological principles. The influence of this theological outlook on other Third World theologies, and on North American and European theological reflection is traced, and the course proceeds to a constructive proposal for a contemporary political theology.

3 semester hours

RS 138 American Catholic Theologians

A lecture/reading course designed to give the student insight into the modern development of Catholic theology in America and what makes it specifically "American." Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson.

3 semester hours

RS 140 Fundamentals of Christian Spirituality

This course examines, in accordance with the principles of Catholic theology, the themes of providence, Christian perfection, union with Christ, love of God and neighbor, Christian liberty, responsibility, and prayer. *3 semester hours*

RS 142 Christian Existence

The Christian understanding of human existence, its purpose, and the relationship to God and to Christ as the dynamic center of Christian life. Consideration is given to methods of prayer and to the rules of discernment of God's will. *3 semester hours*

RS 144 Selected Questions in Christian Spirituality

This course will treat: (1) the principles of the Christian life as taught by Jesus in the Sermon on the Mount, the spiritual Magna Carta of Christianity; and (2) "Pentecostalism" (Charismatic Renewal), the fastest growing movement in the Christian Church today. *3 semester hours*

RS 146 Theology of Prayer

This course examines prayer in general and its qualities, as well as its value, ends, efficacy, and necessity. It also treats of the psychology of prayer as well as the stages of growth in prayer. A special place is given to the teaching of Jesus on prayer. Mystical prayer and the eastern "Jesus Prayer" are also studied. *3 semester hours*

RS 148 The Spiritual Theology of the Parables

A study of the teaching and wisdom of Christ as contained in his parables: the primacy and centrality of love in the Christian life; hope and confidence; the goodness, compassion, mercy of God; the cost of discipleship; the tragedy of self-righteousness, etc. Of special concern is the application of the doctrine to contemporary life. *3 semester hours*

SCRIPTURAL STUDIES

RS 151 Key Themes of the Old Testament

A study of the major books of the Hebrew Scriptures: Pentateuch, prophetic and wisdom literature, the Psalms and the Apocrypha. Emphasis is placed on the central thematic patterns and the key concepts of the literature. *3 semester hours*

RS 154 Prophets: Founders of the Judeo-Christian Tradition

A study of the origins of the western view of God as separate from man and concerned with human affairs. Through a study of the prophets Amos, Hosea, Isaiah, Jeremiah and Ezekiel, the Judeo-Christian emphases on justice, love and brotherhood are traced and significant connections between Jewish and Christian faith are appreciated. *3 semester hours*

RS 156 Israelite Wisdom Literature

This course traces the roots of Israelite and western religious wisdom to Mesopotamia, Egypt and Canaan. The uniqueness of biblical wisdom is analyzed through a close examination of texts from Proverbs, Sirach, Job, Qoheleth, the Song of Songs and special Wisdom psalms. *3 semester hours*

RS 160 The Writings of Paul

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis will be on Paul's treatment of ethical situations, community and religious experience. *3 semester hours*

RS 162 The Good News of the Gospels

The Gospels of Matthew, Mark, Luke, John will be studied according to the methodology of redaction criticism. The theological positions of early Christianity as represented in each writer will be examined and compared. *3 semester hours*

RS 164 Writings of St. John

A study of the text of the gospel and epistles attributed to John. Particular emphasis will be placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness. *3 semester hours*

RS 166 The Reinterpretation of the New Testament

An introduction to the critical study of the New Testament in which the methodologies of literary, form and redaction criticism will be explained. The varying titles for Jesus will be reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament will be reviewed. *3 semester hours*

RS 168 New Testament Questions Today

A review of current discussion of New Testament matters: e.g., Jesus and the Dead Sea Scrolls; tradition about Jesus (infancy narratives, miracle stories, resurrection narratives); inspiration, etc. The text of each subject will be examined in light of recent critical studies. *3 semester hours*

MORAL THEOLOGY/CHRISTIAN ETHICS**RS 172 Contemporary Morality: Basic Questions**

A study of the fundamental concepts of moral theology in terms of the major emphases of contemporary Christian thought. Specific reference will be made to more significant current problems: conscience and law, freedom and obligation, personalistic and existential ethics, and the conflict of values in pluralistic society. *3 semester hours*

RS 175-176 Contemporary Moral Problems I & II

The moral/ethical questions which involve a significant conflict of values in contemporary pluralistic society will be examined with particular reference to the insights of Christian moral theology. RS 175 will examine the issues of nuclear war, terrorism, death and dying, genetic manipulation and other bio-ethical questions. RS 176 will study human sexuality and associated problems such as: abortion, contraception, extra-marital sex, external human fertilization, pornography, over-population. *3 semester hours*

RS 180 Morality and Law

A study of the relationship between law and morality, of rights and justice, with illustrative reference to special topics, e.g., racism, sexism, political, business, and communications ethics. *3 semester hours*

RS 182 Studies in Peace and Justice

A study of the modern teachings of the Catholic Church on peace and justice; Christian/Humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to insure a peaceful and just world order. *3 semester hours*

ID 197-198 Bioethics Seminar I & II

Ethical analysis of selected problems in the fields of health care and biomedical research in theological and philosophical perspective. *3 semester hours*

NON-CHRISTIAN TRADITIONS/CRITICAL STUDIES**RS 186 Contemporary Jewish Theology**

The thinking of contemporary Jewish theologians, including Martin Buber (Dialogue), Mordecai Kaplan (Reconstructionism), Israel Salanter (Mussar), The Lubovitcher Rebbe (Hassiduth), Solomon Schechter (Conservative Judaism), Rabbi Kuk (Religious Zionism), Abraham Heschel (Religious Experience), Richard Rubenstein (Death of God). *3 semester hours*

RS 190 The Religions of China

An overview of the topography and history of the people is followed by a study of the major religious traditions: Tao-ism, Confucianism, and Buddhism. The following topics are stressed: ultimate being, the self and the universe, the meaning of life and the way of life. Finally we consider the current religious situation: Mao-ism, Christianity, and the future of ancient religious forms. *3 semester hours*

RS 191 The Religions of Japan

After a brief overview of the history of the people and the topography of the country, the topics to be studied will be: Japanese folk-religion, Shinto, Buddhism, with special attention to Zen, the Christian missionary effort, and finally the new religions and the future of religions in post W.W. II Japan. *3 semester hours*

RS 193 Varieties in the Religious Experience

This study of some of the unusual forms of religion in America directs the student to the formation and defense of personal criteria for judging what is or is not authentic religion. Such sects as Jehovah's Witnesses, Mormons, Christian Science, etc.; cultic groups such as "The Mighty I Am," "Unity," and "New Thought;" and religious movements involving magic, astrology, and the like are investigated in order to ascertain what impact these forms of religion, or pseudo-religion have in our modern world. The student is required to do an in-depth study of one such religion/cult/movement. *3 semester hours*

RS 195 Modern Atheism and the Problem of Belief

In addition to a critical examination of the classical arguments for the existence of God and the counter-arguments that can be brought against them, this course will concentrate on the concept of God, the theological definition of infinity, the modern and post-modern species of unbelief, the problem of evil, and classics of free thought. *3 semester hours*

RS 197/So 140 Sociology of Religion

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion. *3 semester hours*

SPECIAL PROJECTS

RS 198 Independent Study

This program of study is defined by the student in consultation with a director from the department. *3 semester hours*

RS 199 Major Seminar

This seminar is an in-depth investigation of a major figure, issue, or problem in Religious Studies. *3 semester hours*

Department of
Sociology

Associate Professors: Anderson, Fay

Assistant Professors: Hodgson, Schlichting
(Chair)

Lecturer: Rodrigues

Sociology is the scientific study of human society and social behavior. It focuses on how organizations and institutions work and how membership in groups — such as family, class, occupation and ethnic group — affects individual personality.

Sociology is a new mode of inquiry. In the brief century and a half that the discipline has been in existence, it has taught people a great deal about themselves that they could not have learned by relying on speculation alone. Sociologists continue to ponder such problems as: Why do human beings form families and why do they worship gods? Why are some people rich when others are poor? Why is the life style of one group so different from that of another? What makes some people break social rules while others obey them? What holds societies together, and why do all societies constantly change over time?

The Department of Sociology concerns itself with:

- 1) providing an interesting and stimulating major that would be useful to people entering a wide variety of occupations and professions;
- 2) providing an opportunity for those majoring in other fields to acquaint themselves with sociology.

REQUIREMENTS FOR THE MAJOR

Sociology majors take a minimum of 30 credits in sociology, including six required courses; So 11, So 12, So 103, So 104, So 163, and So 164. If an internship in Field Work Placement is taken (for three or six credits), the internship is in addition to the 30-credit requirement.

A minor in sociology is available following consultation with the Chair.

SOCIOLOGY AND NON-MAJORS

All sociology courses, except Field Work Placement (So 185-186), are open to all students without prerequisite.

So 11 General Sociology I

An introductory analysis of the social nature of man and the forms of social behavior; the structure and function of social organizations and social systems. Particular application of these principles to human society. *3 semester hours*

So 12 Sociological Analysis of Contemporary Society

An analysis of the major institutional organizations which have transformed and continue to transform America and the modern world — industrialization, urbanization, bureaucracy, the corporation, technology — and the effects of these trends in producing new personality types; mass society; unrestrained social change; and the population explosion. Purpose of the course is to provide a macro-sociological framework for both the sociology major and non-major, a framework in which micro-sociological analysis such as stratification and industrial sociology should make more sense. *3 semester hours*

So 103 Sociological Theory I

A study of the classical theorists in sociology, with special emphasis on Marx, Durkheim, and Weber. *3 semester hours*

So 104 Sociological Theory II

A study of contemporary theorists, with emphasis on Symbolic Interaction, Functionalism, Critical Sociology, and Exchange Theory. *3 semester hours*

So 121 Sociology of Education

An analysis of the connections between society and its educational institutions. Topics emphasized are (1) education and socialization of children; (2) education and equality of opportunity; (3) education as a profession. *3 semester hours*

So 131 Urban Sociology

"The nature of the city" and growth of urbanization in the contemporary world. The ecological approach and the use of demographic data in the analysis of modern urban communities. Social organization of metropolitan regions and the emergence of urban-suburban conflict. "Big city" politics, community-control, and regional government as dimensions of organization and disorganization in city life. City planning and urban development at local and national levels as efforts to solve the urban crisis. *3 semester hours*

So 135 Urban Planning

An introduction to the history and practice of urban planning. Emphasis is placed upon major techniques utilized by planners. Students analyze data and attend meetings of the planning agencies in the Bridgeport metropolitan region. *3 semester hours*

So 140 Sociology of Religion

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion. *3 semester hours*

So 144 Medical Sociology

The course examines how society culturally defines, measures, and socially deals with health, disease, and illness. Various currently used measurements of health status and disease are examined and critically evaluated. Health practitioners (such as physicians) and health institutions (such as hospitals) are studied sociologically. Ethics, ideology, and vested interests are examined as these affect the politics and economics of the health care system. While some cross-cultural comparisons are made, the primary focus is on American society. *3 semester hours*

So 146 Childhood and Socialization

The material to be covered in this course includes: an examination of the social meaning of childhood and the social role of the child in various societies; issues confronting societies, and American society in particular, around the socialization of children; family and peers as socializers of children; schools and mass media as socializers of children; and later socialization: adult socialization and resocialization. *3 semester hours*

So 152 Sociology of the Family

The family is a basic social institution of all societies. The course will begin by examining family systems as they exist in other cultures and in times past. However, the central focus of the course will be on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging will be examined as well as alternative life styles and family instability. *3 semester hours*

So 153 Complex Organizations

The formal and informal relationships in modern complex organizations are the basis of this course. Corporations, factories, hospitals, schools and prisons are explored in light of these relationships. The "other face" of bureaucracy and the bureaucratic personality are examined as well as the changing meaning of work. Several questions posed are: "How do the changing occupational roles in complex organizations affect the quality of life in American society?" and "Do these changes reflect greater individual alienation or freedom?" *3 semester hours*

So 155 Business and Society

The course examines the role of business historically in the shaping of American culture and society. Specific areas dealt with are the values of American businessmen, the social organization of business, the concept of the corporation, and the effects of business on other institutions in society such as education. The increasingly complex relationship between business and the state is examined with special attention to the growth of government regulation, and public debate over the social responsibility of business. *3 semester hours*

So 161 Social Stratification

The study of social inequality as a central fact of all social life: some attention is given to comparisons among various societies, but the course's focus is on the American class structures. Likewise, although methodological issues are dealt with, theoretical problems receive the greatest emphasis. *3 semester hours*

So 162 Public Opinion and Polling

The course will examine the construction and utilization of public opinion surveys. The impact upon the American political process will be explored. The question of the role of public opinion in a democratic system of government will also be examined in detail. Archive data drawn from private polls, the Gallup and Harris polls will be utilized to illustrate the polling process and as a background to the substantive issues which will be discussed. *3 semester hours*

So 163 Research Design

A study of nature and function of the scientific method as applied to the field of sociology. Particular consideration to specific techniques and tools used in behavioral research. Laboratory projects are part of the course. *3 semester hours*

So 164 Statistics and Analysis

The course is designed to give a basic understanding and a practical application of the uses of statistics in sociological research. Particular emphasis is given to the non-parametric tests of significance important for analyzing sociological data. The presentation is not mathematically oriented although a basic knowledge of high school algebra is assumed. Evaluation is based on three "mid-term" tests, homework problems, and the final exam. *3 semester hours*

So 166 Race Relations

An analysis of sociological and social psychological dimensions of race relations and ethnic interaction. While the focus of the course will be on the American scene, problems of race relations in other parts of the world will also be examined along with their importance for world politics. What sociologists and social psychologists have learned about improving race relations will be considered. *3 semester hours*

So 170-171 Social Work I and II

An examination of the field of social work; its concepts, methods, and changing role in present day society; a related explanation of community resources, and how agencies function and change to meet the problems from early childhood to those of the aged, upheavals in family life, and special problems presented by urban living. *6 semester hours*

So 175 Sociology of Occupation and Professions

The world of work, a central experience in the lives of most adults in American society, will be examined. How has the nature of work changed in modern times? What are the differences among various professions and occupations, and what factors determine who gets what job? In a rapidly changing industrial society, how does the individual make occupational choices? With ever more women entering the labor force and with manpower demands changing rapidly, what will the future occupational structure be like? In addition to examining these themes, the student will have the opportunity of examining one occupation in detail.

3 semester hours

So 177 Sociology of Sport

This course examines sport as a microcosm of the larger society — as a growing institution much entwined with the economy, religion, family, and politics. Several topics to be discussed are fan behavior, racism in sport, the female athlete, "corporate" sport, the hero phenomenon, and magic in sport. A major theme of the course is that sport is a reflection of the American value system.

3 semester hours

So 180 Sociology of Law

The basis of this course is the relationship of law and society. Several issues to be explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality — a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society.

3 semester hours

So 181 Juvenile Delinquency

Within the parameters of criminology, the course looks into the various kinds of behaviors that are classified as delinquent. The problems of definition, of causation, of punishment, treatment, or rehabilitation are explored. The major studies and authors that treat this subject are reviewed and discussed.

3 semester hours

So 182 Criminology

This course examines the origin, causes, and history of crime. It also explores current social deviances such as drug addiction, prostitution, etc., and their relationship to the law and the social structure. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation. Evaluation is based on three of four "mid-term" tests, research projects in a chosen field of interest, class discussions and participation, and the final exam.

3 semester hours

So 183 Demography

Demography is the study of population. The causes and consequences of changes in mortality, fertility, and migration will be studied in detail. A central component of the course will be examining the current explosive growth of the world's population. The social, political, economic, and ecological issues associated with this trend will be treated.

3 semester hours

So 185-186 Field Work Placement

A one- or two-semester internship program. Students are placed in professional and service settings where they work under supervision and acquire experience in the area they have chosen for their placement. In addition, they are helped to integrate their experiences with the intellectual foundation acquired in their academic courses.

3 or 6 semester hours

So 187 Social Change in Developing Nations

This course will examine the major societal changes occurring in developing countries during the twentieth century. Answers will be sought to two basic questions. To what extent are the current efforts of Third World nations to modernize comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing?

3 semester hours

Spanish

(See Modern Languages)

Theatre

(See Fine Arts)



School of Business

Dean: R. Keith Martin

Professors: Carrafiello, Carter***,
T.J. Fitzpatrick, Martin

Associate Professors: Baggett, Berkowitz,
Cavallo****, Conine, Mohan, O'Brien,
Ryba, Schurdak

Assistant Professors: Allinger, Burian,
Cadden**, Cascini, T.F. Fitzpatrick,
Keswick, Kravet*, Slominsky, Torello,
Tyler*****

Lecturers: Eisenstein, Kelly, Tellis

* Area Coordinator in Accounting

** Area Coordinator in Finance

*** Area Coordinator in Management

**** Area Coordinator in Marketing

***** Supervisor of Internship Programs

Students in the School of Business take the same general education core curriculum required of other undergraduate students, thus assuring a broad knowledge of the liberal arts and sciences and a flexibility of mind which can be extremely valuable to the executive. In addition, students take a *business core curriculum* of ten subjects which provide an introduction to the fields of accounting, data processing, statistics, business law, business communications, finance, management, and marketing.

The balance of the program will depend on the major — accounting, finance, management, or marketing — but in every case, it will be a tailor-made program designed jointly by the student and a faculty advisor. All members of the business faculty are people of substantial experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals.

Students are motivated to continue to grow intellectually and to be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values is emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.

Another feature of the School of Business is the optional senior-year internship for qualified students. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. Students interested in internships should discuss arrangements as early as possible with the Supervisor of Internship Programs. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships.

A program of distinguished executive lecturers brings to campus each year a number of senior corporate officers who meet with students and faculty. In the academic year 1982-83 a series of lectures will be offered again under the sponsorship of the John M. Olin Foundation.

The School of Business publishes a quarterly journal, the *Fairfield Business Review*.

Curricula

The curricula in the four major areas of business study — accounting, finance, management, marketing — consist of four parts: (1) general education core curriculum courses, (2) business core courses, (3) business major requirements, and (4) free electives.

Each business major must schedule, through the office of the Dean, a program conference with a faculty advisor in his or her major area of business study. The faculty advisor will prepare a detailed list of requirements which are to be completed, making appropriate choices from the list of available elective courses. It is anticipated that the faculty advisor will, where appropriate, develop a student program which will permit choosing courses from related majors in the School of Business as well as appropriate specific courses in the non-business area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield University.

The general education core curriculum component includes over one half of the total number of courses to be completed for the Bachelor of Science degree in business.

A minor is available to business students in computer applications and an option is available in quantitative analysis. Interested students should consult the Dean.

For students entering the School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are as follows:

Accounting	130 credits
Finance	124 credits
Management	124 credits
Marketing	124 credits

General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, a number of courses must be selected as follows:

Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. For business majors, Ma 30 and 39 (Finite Mathematics and Introduction to Calculus).
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

Area II: History and Social Science

- (1) 2 semesters of history. Hi 15-16. Also available as an option in this area is Ci (Hi) 105-106 (Greek and Roman History).
- (2) For business majors, Ec 11 (Introduction to Micro-Economics), and Ec 12 (Introduction to Macro-Economics).

Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. Ph 11 is required.
- (2) 2 semesters of religious studies. RS 10 and any other course in Religious Studies.
- (3) One additional course in either Philosophy or Religious Studies.

Area IV: English and Fine Arts

- (1) 3 semesters of English. En 11-12 are required. The third course may normally be selected from any of the English offerings which do not have a number designation of 100 or over. Also available as options in this area are courses offering classical literature in translation. (See listings under Classical Civilization in the Greek and Roman Studies Program, page 65.)
- (2) 2 semesters of fine arts. Options: Any two FA courses will fulfill the core requirements.

Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages Department or the Greek and Roman Studies Program.

NOTE: 2 semesters at the basic level suffice if the student has achieved intermediate competence in another language during pre-college preparation.

Business Core Requirements

	Credits
Principles of Accounting (Ac 11,12)	6
*Data Processing (Qa 10)	1
**Statistics (Qa 100)	3
Business Law (Bu 100, 101)	6
Business Communications (Bu 150)	3
***Introduction to Finance (Fi 100)	3
***Introduction to Management (Mg 100)	3
***Introduction to Marketing (Mk 100)	3
	28
****Principles of Economics (Ec 11-12)	6
Data Processing (Qa 120)	3

*Students may be waived from this course by demonstrating proficiency in another appropriate computer programming language.

**This course should be completed in the student's sophomore year.

***These courses may not be taken until the junior year.

****These courses meet the requirements of the general education core curriculum. They should be completed in the student's sophomore year.

Curricula for Business Majors

Each of the four majors in the School of Business has its own curriculum.

Bachelor of Science

(Major in Accounting)

	Semester Hours	
	Fall	Spring
Freshman Year		
Accounting (Accounting 11, Accounting 12)	3	3
Data Processing (Quantitative Analysis 10)	1	—
Sophomore Year		
Accounting (Accounting 103-104)	3	3
Economics (Economics 11-12)	3	3
Statistics (Quantitative Analysis 100)	—	3
Data Processing (Quantitative Analysis 120)	3	—
Junior Year		
Accounting (Accounting 120)	3	—
Business Law (Bu 100-101)	3	3
Business Communications (Bu 150)	3	—
Advanced Accounting (Ac 110)	—	3
Finance (Fi 100)	—	3
Senior Year		
Accounting (four courses) including: Ac 130, Ac 160, Ac 164 or 165, Ac 170	6	6
Finance (Fi 110 or Fi 115 or Fi 118)	3	—
Management (Mg 100)	—	3
Marketing (Mk 100)	3	—
Note: Ac 197-198 (Seminar in Accounting) open only to qualified seniors		
General Education		
Electives	12	

Bachelor of Science*(Major in Finance)*

	Semester Hours	
	<i>Fall</i>	<i>Spring</i>
Freshman Year		
Accounting (Accounting 11, Accounting 12)	3	3
Data Processing (Quantitative Analysis 10)	1	—
Sophomore Year		
Accounting (Ac 105)	3	—
Economics (Economics 11-12)	3	3
Statistics (Quantitative Analysis 100)	3	—
Data Processing (Quantitative Analysis 120)	—	3
Junior Year		
Business (three courses) including: Fi 100, Fi 110, Fi 115	3	6
Business Communications (Bu 150)	3	—
Business Electives	3	3
Senior Year		
Marketing (Mk 100)	3	—
Management (Mg 100)	—	3
Finance (Fi 116, Fi 117)	3	3
Business Law (Bu 100-101)	3	3
Note: Fi 197-198 (Seminar in Finance) open only to qualified seniors		
General Education		
Electives	12	

Bachelor of Science*(Major in Management)*

	Semester Hours	
	<i>Fall</i>	<i>Spring</i>
Freshman Year		
Accounting (Accounting 11, Accounting 12)	3	3
Data Processing (Quantitative Analysis 10)	—	1
Sophomore Year		
Economics (Economics 11-12)	3	3
Statistics (Quantitative Analysis 100)	3	—
Data Processing (Quantitative Analysis 120)	—	3
Junior Year		
Accounting (Ac 125)	—	3
Management (Mg 100, Mg 120)	3	3
Marketing (Mk 100)	3	—
Finance (Fi 100)	—	3
Business Communications (Bu 150)	3	—
Economics (Ec 124)	—	3
Senior Year		
Business Law (Bu 100-101)	3	3
Management (Mg 125)	3	—
Psychology (Psy 148)	—	3
Management (Mg 130)	—	3
Business Elective	3	—
Note: Mg 197-198 (Seminar in Management) open only to qualified seniors		
General Education		
Electives	12	

Bachelor of Science*(Major in Marketing)*

	Semester Hours	
	Fall	Spring
Freshman Year		
Accounting (Accounting 11, Accounting 12)	3	3
Data Processing (Quantitative Analysis 10)	1	—
Sophomore Year		
Economics (Economics 11-12)	3	3
Statistics (Quantitative Analysis 100)	3	—
Data Processing (Quantitative Analysis 120)	—	3
Junior Year		
Finance (Fi 100)	3	—
Marketing (Mk 100, 105)	3	3
Marketing (Mk 115)	—	3
Management (Mg 100)	3	—
Business Communications (Bu 150)	—	3
Senior Year		
Marketing (Mk 116, Mk 117, Mk 120)	6	3
Business Law (Bu 100-101)	3	3
Marketing (Mk 118 or Mk 119)	—	3
Marketing (Mk 130)	3	—
Note: Mk 197-198 (Seminar in Marketing) open only to qualified seniors		
General Education		
Electives	12	

**Course
Descriptions****Accounting****Ac 11 Principles of Accounting I**

This course acquaints the students with the functions of bookkeeping and accounting and with their importance in modern business. Topics include theory of debit and credit, classification of accounts, the bookkeeping and accounting cycle from the special books of original entry through the preparation of financial statements for the single proprietorship form of business organization.

*3 semester hours***Ac 12 Principles of Accounting II**

A continuation of Ac 11 placing emphasis on accounting for partnerships and corporations. Topics include tax accounting; partnership and corporation formulation; operation, sale, dissolution and liquidation; the elements of manufacturing cost; and interpretation of financial and operating statements. To pursue the accounting major, a student must attain a minimum grade of C+ and a cumulative quality point average of 2.5. Prerequisite: Ac 11.

*3 semester hours***Ac 103 Intermediate Accounting I**

The measuring and reporting of accounting income; significance of the balance sheet; planning and control of cash, receivables, inventories, property, plant and equipment, and current liabilities; with emphasis on conformity with generally accepted accounting principles. Prerequisite: Completion of Ac 11 and Ac 12 with a minimum Grade of C+ and quality point average of 2.5.

*3 semester hours***Ac 104 Intermediate Accounting II**

This course emphasizes accounting techniques and periodic procedures involved with working papers, locating and correcting errors, preparation of statements from incomplete data. Additional topics include statement of changes in financial position, accounting changes and analysis of financial statements, extensive study of corporation organization and changes as recorded in the stockholders equity section, and corporate investments and financing. To remain in the accounting program, a student must attain a minimum grade of C+ and a cumulative quality point average of 2.5. Prerequisite: Ac 103.

3 semester hours

Ac 105 Financial Accounting

An intensive course for finance majors designed to cover principles of accounting applicable to the preparation of financial statements. Important accounting areas are intensively studied which include valuation of assets; presentation of long term debt; financial statement analysis and statement changes in financial position. Reference is made to official pronouncements of the several professional accounting associations. Prerequisite: Ac 12.

3 semester hours

Ac 110 Advanced Accounting

This course broadens and intensifies the student's knowledge of accounting by exposure to many different situations, and demonstration of the ways in which accounting concepts are operative in a variety of applications. Topics include partnerships, business combinations, consolidated statements, fund accounting, government accounting, liquidations, foreign exchange, and installment sales. Prerequisite: Ac 104 or permission of the Area Coordinator.

3 semester hours

Ac 120 Cost Accounting

A study of historical and projected costs for managerial planning and control as well as for financial statement purposes. The course develops the student's ability to identify and analyze relevant factors, and to deal with accounting information for decision-making purposes. Topics include cost behavior, volume/profit relationships, and various cost systems. Prerequisite: Ac 104 or permission of the Area Coordinator.

3 semester hours

Ac 125 Managerial Accounting

Managerial accounting is concerned with the use of accounting statements and records rather than their composition. Topics include accountants' interpretation of financial data, price level changes, flow of funds, industrial accounting, cumulative cost concepts and applications, budgetary planning, and decision making theory. Prerequisite: Ac 12.

3 semester hours

Ac 130 Auditing

A course in audit concepts, standards and procedures, ethical and legal requirements, scope, objectives and nature of an audit, including modern audit techniques such as statistical sampling, and audits of electronic data processing systems. The practical aspects of auditing will be taught by the completion of a comprehensive practice audit set. Prerequisite: Ac 104.

3 semester hours

Ac 160 Federal Income Taxation

This course covers accounting in and the laws applicable to Federal tax returns. The primary emphasis will be on the determination of what constitutes taxable income, allowable business and personal deductions, and capital gains and loss of individuals, partnerships and corporations. Attention also will be given to form preparation, research and tax planning. Prerequisite: Ac 104.

3 semester hours

Ac 164 Controllarship

This course gives an in-depth understanding of the controller's role and responsibilities, the techniques of planning for control, accounting reports and interpretations, tax administration and government reporting, and the management, evaluation, and consultation function. Prerequisite: Ac 104. Note: No credit for Ac 164 for students who have completed Ac 165.

3 semester hours

Ac 165 Accounting and Management Information Systems

Management planning and control by means of information systems and their relationship in the accounting function. Topics covered include an introduction to the theory of information systems, the information needs of various department managers, the accounting techniques used, and the behavioral impact of information systems. Prerequisite: Ac 104 and Qa 120 or permission of the Area Coordinator. Note: No credit for Ac 165 for students who have completed Ac 164.

3 semester hours

Ac 170 Contemporary Issues and Problems in Accounting

A seminar in current accounting issues. Topics covered include the latest statements of the F.A.S.B., as well as important proposals which affect the legal and professional status of the accountant. Prerequisite: Ac 104.

3 semester hours

Ac 197-198 Seminar in Accounting

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in accounting and approved by the Dean. Students must have a quality point average of 3.0 or above.

3 or 6 semester hours

Finance

Fi 100 Introduction to Finance

Introduction to Finance is an introductory examination of how a modern business plans its needs for funds, raises the necessary funds and invests to attain its goals. Consideration is given to both short and long-run financial decision-making. This course is a business core requirement. *3 semester hours*

Fi 110 Principles of Investments

Principles of Investments is an introductory analysis of the determinants of valuation for bonds, stocks and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. Corequisite: Fi 100. *3 semester hours*

Fi 115 Financial Management

Financial Management is an analysis of optimal financial decision-making. Emphasis is placed upon the investment, financing and dividend decisions within the existence of capital markets. Prerequisite: Fi 100. *3 semester hours*

Fi 116 Applied Financial Management

This is the capstone course for finance majors. The emphasis is on the development of financial strategy and policy. This goal is achieved by two means: first, a case study approach, and second, the students participate in a finance oriented computer simulation game. Prerequisite: Fi 115. *3 semester hours*

Fi 117 Portfolio Analysis

Portfolio Analysis is an examination of both individual and institutional portfolio management. The overall model of portfolio analysis separates decision-making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation and portfolio revision. Prerequisite: Fi 110. *3 semester hours*

Fi 118 Municipal Finance

This course examines the municipal market. Topics include bond initiation, evaluation analysis, financing, negotiations, and distribution. Floating and long-term debt are examined. Interaction of municipal, state, and federal financing policies. Studies of selected recent municipal financial crises. *3 semester hours*

Fi 197-198 Seminar in Finance

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in finance and approved by the Dean. Students must have a quality point average of 3.0 or above. *3 or 6 semester hours*

Management

Mg 10 Conceptual Foundations of Business

This is a course for non-business majors with emphasis upon the nature of business, its organization, management and major functions. The economic, social, and political environment of business is discussed. Note: Mg 10 is not open to business majors. *3 semester hours*

Mg 100 Introduction to Management

The process of management is studied through the analyses of the nature, roles and responsibility of management in an organizational setting. Managerial functions of planning, organizing, staffing, leading and controlling are emphasized from a systems perspective. The impact of the behavioral and managerial sciences on organizations in both the public and private sector is evaluated. Case studies are included. *3 semester hours*

Mg 130 Behavioral Foundations of Management

The behavioral sciences are integrated with management theory in an interdisciplinary approach to understand human behavior in the environment of either profit-making or non-profit organizations. Problems and conflicts in leadership, formal and informal organizations, group interactions and human relations, unions, bargaining, grievance systems, morale, motivation and work satisfaction, discrimination, and management in employment situations. Prerequisite: Mg 100 or permission of the Area Coordinator. *3 semester hours*

Mg 135 Administrative Management Systems

Considered are break-even analysis, purchasing, systems, management, facilities planning, preventive maintenance, inspection and quality control, and capital budgeting in their impact upon the production of goods and services. Prerequisite: Mg 100. *3 semester hours*

Mg 140 Principles of Purchasing Management I

An introduction to the functions of purchasing. Topics include inventory control, make or buy decisions, traffic and disposal of surplus materials and scrap, purchase of capital equipment, negotiation and legal aspects of purchasing. Prerequisite: Mg 100. *3 semester hours*

Mg 141 Principles of Purchasing Management II

This course covers procurement and organization procedures, determination and description of quality and control of quality, related contract law, pricing policies, major equipment and leasing, procurement by manufacturing, forward buying and speculation, data processing, salvage and scrap. Prerequisite: Mg 140. *3 semester hours*

Mg 145 Traffic and Transportation Management I

This course acquaints the student with the important aspects of transportation management. Topics include: national legislation and Federal regulations, classification of freight, freight rates and tariffs, elements of rate making, shipping documents and their application, freight services, claims and damages. Prerequisite: Mg 100. *3 semester hours*

Mg 146 Traffic and Transportation Management II

This course is a continuation of Mg 145 and includes additional freight rates and tariffs, demurrage, detention and weighing, classification committee procedure, F.O.B. points, aspects of the uniform commercial code, routings. Prerequisite: Mg 145. *3 semester hours*

Mg 150 Management of Small Business

The student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture and managing the firm. Case problems of small business firms are studied. Prerequisite: Mg 100. *3 semester hours*

Mg 155 The Business Firm and Contemporary Society

A study of the interactions of business practices and policies with the environment of which they are part. An examination of social responsibility, legitimacy, accountability, and ecology as related to profit-making organizations. The concept of responsible firm citizenship to its various constituencies is developed including consumers, stockholders, labor, industry, the government and the community at large. Prerequisite: Mg 100. *3 semester hours*

Mg 160 International Business Management

The course covers the history and evolution of international business, the international environment, and the development, organization and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision-making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. Prerequisites: Mg 100, Mk 100, Fi 100. *3 semester hours*

Mg 165 Management Planning Systems

A comprehensive treatment of general systems theory, major models of planning with emphasis on technical and practical considerations. Case studies relating to multinational medium-size and small-size firms will be studied. Quantitative techniques will be emphasized. Prerequisites: Mg 100, Mk 100, Fi 100, Qa 100, Qa 120. *3 semester hours*

Mg 170 Production and Operations Management

An analysis of the organization, administration and control of production systems. Emphasis is upon the management perspective in the use of quantitative techniques. Particular attention is given the application of technique to business problems in a simulated computer exercise. Prerequisites: Mg 100 and Qa 110 or approval of Area Coordinator. *3 semester hours*

Mg 175 Personnel Management

Emphasis is given the policies and programs of developing an effective workforce. Attention is given the current problems of personnel administration including staff hiring, training, compensation and benefits, performance appraisal, training and federal regulation. Prerequisites: Mg 100 and Mg 130.

3 semester hours

Mg 185 Applied Human Resource Management

Examination of applied field problems constitutes the capstone course for the human resource management concentration. Emphasis is on understanding, predicting and influencing human behavior in organizations. Topics focus on the processes and problems of managing human resources including human resource accounting, manpower planning, evaluation of organization effectiveness, design and organization of tasks and roles and the integration human and materials resource management. Prerequisite: Mg 175.

3 semester hours

Mg 197-198 Seminar in Management

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in management and approved by the Dean. Students must have a quality point average of 3.0 or above.

3 semester hours

Marketing**Mk 100 Introduction to Marketing**

A basic course in the field of marketing. With the satisfaction of consumer needs as the focus, this course studies the methods, policies, and institutions that affect the flow of goods and services from producer to consumer. Topics covered include product, price, distribution, and communication strategy. Attention is given to the social and legal environment in which marketing functions, its role in the economy and its place in management of the firm.

3 semester hours

Mk 105 Consumer Behavior

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psycho-analysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior. Prerequisite: Mk 100 or permission of the Area Coordinator.

3 semester hours

Mk 115 The Sales Function

A broad view of the major phases of direct selling techniques. Specific attention is given to the functions and structure of the sales organization and its proper relationship with other areas of the firm. Study of the planning of selling programs and selling campaigns as well as sales territories, sales quotas and the control of sales operations. Prerequisite: Mk 100 or permission of the Area Coordinator.

3 semester hours

Mk 116 Market Communication

A comprehensive course concerned with the design, management, and evaluation of marketing communications program from the point of view of the promotion manager. Topics covered include advertising, sales promotion, public relations, and the impact of consumer activism and governmental regulations. Prerequisite: Mk 100 or permission of the Area Coordinator.

3 semester hours

Mk 117 Channels of Distribution

A study of the activities of intermediaries and other institutions which provide for the flow of goods and services from producer to consumer. Emphasis will be placed on effective channel management and the role channels of distribution play in the overall marketing plan, including a study of various types of distributorship operations. Prerequisite: Mk 100.

3 semester hours

Mk 118 Industrial Marketing

Characteristics that differentiate industrial from consumer marketing. Nature of industrial demand, buyer characteristics, industrial market research, competitive bidding, selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods. Prerequisite: Mk 100.

3 semester hours

Mk 119 International Marketing

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms. Prerequisite: Mk 100 and permission of instructor. *3 semester hours*

Mk 120 Marketing Research

An appreciation is gained of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. Prerequisite: Mk 100 and Qa 100 or permission of the Area Coordinator. *3 semester hours*

Mk 130 Marketing Management

This course is designed to enable students to develop the ability to analyze marketing problems in a manner which will ensure more effective decision-making. By means of the case methods, using problems faced by marketing managers, students are involved in decision-making based upon their analysis of such problems in the business environment. Prerequisite: 9 credit hours in marketing or permission of the Area Coordinator. *3 semester hours*

Mk 197-198 Seminar in Marketing

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in marketing and approved by the Dean. Students must have a quality point average of 3.0 or above. *3 or 6 semester hours*

Honors Seminar

Bu 300 The Management Science of Policy Formulation and Administration

This is an honors course that focuses on the interdisciplinary application of management science techniques and simulations for decision-making. A management perspective is developed through integrated case studies, team teaching and student presentations. Prerequisite: Open only to business majors in their senior year with the recommendation of the Area Coordinator in their major. Students must have a minimum quality point average of 3.25. Note: This course may be taken as part of any business major. *4 semester hours*

Business Communications

Bu 150 Business Communications

This course uses an analysis of the communication process as the basis for effective applications in business organizations. An understanding of how the process operates and why it may fail is used in the preparation of memoranda, letters, reports, and oral presentations. These principles are further used in the preparation of a resume, and in classroom practice in interviewing. *3 semester hours*

Business Law

Bu 100 Business Law I

Basic study of interaction between business and law including a brief survey of legal history, court systems and procedure and a more detailed coverage of torts, crimes, contracts and property law. References are to common law and applicable statutes including Uniform Commercial Code. *3 semester hours*

Bu 101 Business Law II

Covers the laws of agency, commercial paper, secured transactions, and laws relating to debtors, creditors, and bankruptcy. Prerequisite: Bu 100. *3 semester hours*

Bu 102 Business Law III

Covers the law of sales and laws relating to forms of business organization with particular emphasis on the partnership and the corporation including formation, operation, and dissolution thereof. Government regulation of business is briefly considered. Prerequisite: Bu 101. *3 semester hours*

Bu 105 Labor Law and Labor Negotiations

Evolution and current status of federal and state labor laws. Emphasizing the National Labor Relations Act, Connecticut Municipal Employees Act, Teachers Collective Bargaining Act, and Title VII of Civil Rights Act of 1964. The course will also explore techniques of labor contract negotiations and the mediation and arbitration of labor disputes.

3 semester hours

Bu 110 The Law of Business Regulation

An examination of the impact of law, courts, and administrative agencies upon the operation of business in contemporary society. Special emphasis is given to the operation and effect of federal and state regulatory bodies such as the Securities and Exchange Commission, Federal Trade Commission, National Labor Relations Board, and environmental and consumer protection agencies including civil rights.

3 semester hours

Quantitative Analysis and Computer Applications*

Quantitative Analysis

Qa 100 Business Statistics

An introduction to methods of data analysis with emphasis on the applications of statistical methods in business. Tabular and graphic presentation, principles of probability and statistical inference, regression analysis, techniques for the analysis of business change.

3 semester hours

Qa 101 Advanced Applied Statistics

An introduction to a variety of multivariate statistical techniques such as multiple regression, analysis of variance, canonical correlation, discriminant analysis and factor analysis. In addition, several non-parametric techniques will be discussed. The emphasis is on the application of such techniques. Students will be expected to use available computer statistical routines to solve and analyze problems presented in class. Prerequisite: Qa 100.

3 semester hours

Qa 110 Quantitative Decision-Making and Management Science

An introduction to the use of quantitative methods in management decision-making. The formulation of decision problems, their solutions, and the application of the solutions. Various models are studied. Prerequisite: Qa 100 or permission of the Dean.

3 semester hours

Qa 115 Business Forecasting

Analysis of business conditions, early warning signals. Methods of time series analysis including examples of forecasting models. Making a short-term forecast. Prerequisite: Qa 100 or permission of the Dean.

3 semester hours

Computer Applications

**Students in the School of Business, the College of Arts & Sciences and the School of Nursing, irrespective of major, may take the minor in computer applications. Students interested in this minor should consult with Dr. John J. Schurdak, Director of the Computer Center. A minor in computer applications consists of the following courses: Qa 10, Qa 20, Qa 120, Qa 135, Qa 136, Qa 141.*

Qa 10 APL I: Introduction to Programming in APL

An introduction to computer programming in APL. Students will learn basic programming concepts using interactive computer terminals. This course is a prerequisite for all other computer courses.

1 semester hour

Qa 20 APL II: Advanced Programming Techniques in APL

This course assumes that the student has received a grade of B or better in APL I and wishes to develop a deeper understanding of the more advanced capabilities of APL. After a brief review of fundamentals, the course will cover material on vectors, matrices and file operations. Report writing and data presentation techniques will also be studied, using the methods of APL combined with the capabilities of the Fairfield University color graphics terminals. Prerequisite: APL I.

2 semester hours

Qa 120 Introduction to Data Processing

A general introduction to the computer and the broad impact which computers have had, and will continue to have, in the world of business management. Recent advances in the field will be discussed. Prerequisite: Qa 10. 3 semester hours

Qa 130 Seminar on Contemporary Topics in Business Computing

Students will study problems created by the increasingly widespread use of computers for accounting and on-line processing. Prerequisite: Permission of the Director of the Computer Center. 1 semester hour

Qa 135 Introduction to FORTRAN

This course gives an introduction to computer programming in FORTRAN. A brief exposure is given to the use of flow charting and to the operation of digital computers. The main portion of the course is devoted to the use of FORTRAN, a widely used programming language. Emphasis will be placed on the design and execution of programs. The orientation of programs is to business applications. Prerequisite: Qa 10. 3 semester hours

Qa 136 Introduction to COBOL

Students will learn to program in COBOL. The application of computers to business problems will be studied. File handling and array manipulation will be emphasized. Prerequisite: Qa 10. 3 semester hours

Qa 140 Introduction to Systems Analysis

An investigation of modern business and management systems. Students will study the sub-systems comprising a modern business enterprise and learn to make cost-effectiveness evaluations of systems through the application of operations research methods. Prerequisite: Qa 120. 3 semester hours

Qa 141 Systems Design and Advanced Programming Techniques

Concepts of business system design and design procedures are studied. Disk programming and file layout for the purposes of system design are covered. Business systems will be discussed in depth. Students will design and program one commercial system in COBOL. A course in numerical analysis (Math 180 Computer Science and Numerical Analysis) may be substituted for Qa 141. 3 semester hours

Qa 155 Applied Operations Research

(This course is offered jointly with the Department of Mathematics.)

Prerequisite: Qa 100, Ma 152 or permission of the Dean. 3 semester hours

Qa 197-198 Seminar in Quantitative Analysis and Data Processing

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors approved by the Dean and the Director of the Computer Center. Students must have a quality point average of 3.0 or above. 3 or 6 semester hours





School of Nursing

School of Nursing

Dean: Phyllis E. Porter

Assistant Dean: Suzanne MacAvoy

Associate Professors: MacAvoy,
Sideleau

Assistant Professors: deBrun, Dudac,
Fleitas, Kalnins, Lavery, Lippman,
Mohr, Obrig, Pomarico, Ponton

Lecturer: Mo, Petersen

The curriculum of the School of Nursing provides the student with the educational experiences whereby he or she can gain a strong base in the liberal arts and sciences as well as in theory and practice in nursing. The program is designed to foster the student's personal and professional growth that is necessary for a committed and compassionate practitioner of nursing capable of providing professional nursing care to people with nursing needs in whatever setting they may be encountered. Students must meet prerequisite and corequisite policies established by the School of Nursing. In addition to meeting promotion policy requirements of the University, students must meet promotion policy requirements established by the School of Nursing.

The goal of the School is to prepare the student for the first level of professional nursing practice in keeping with the focus for baccalaureate nursing programs. Fairfield prepares the student for general nursing practice. Throughout the program students are exposed to nursing practice in a variety of clinical, health care delivery settings and systems. The program is a team-taught integrated curriculum designed to provide the maximum exposure to nursing. Faculty members are exceptionally well-qualified by both academic and practical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice.

On-campus nursing classes are held in a superb new building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where the student becomes familiar with the most common techniques and equipment, and an education media room that has the most modern multi-media facilities for learning.

The three components of the School of Nursing's program are:

The core curriculum — Nursing students must complete the core curriculum that is required of all Fairfield undergraduates.

Science and social sciences — Students take one year of chemistry and a year and a half of biology which includes anatomy, physiology, and microbiology. As the behavioral sciences form an important part of the foundation for nursing practice, students take courses in psychology and in sociology.

Nursing courses — Classroom instruction in nursing theory and skills begins in the freshman year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical components. The student's field experience in the freshman year is largely observational. With each passing year clinical work increases, until, by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To insure that students get the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

Nursing Curriculum

Bachelor of Science

(Major in Nursing)

Curriculum Plan

<i>Fall</i>	Semester Hours
Freshmen	
Chemistry 81	4
Biology 107	4
English 11	3
Philosophy 11	3
Psychology 15	3
	17
Sophomores	
Nursing 21	5
Biology 151	4
History 15	3
Sociology 11	3
English Elective	3
	18
Juniors	
Math 33	3
Nursing 103	4
Nursing 105	4
Fine Arts/Languages	3
Philosophy 12	3
	17
Seniors	
Philosophy/Religious Studies Electives	3
*Nursing 141	3
Nursing 143	2
Nursing 145	4
Nursing 147	3
	15

Spring

Semester Hours

Freshmen

Chemistry 82	4
Biology 108	4
English 12	3
Nursing 14	3
Psychology 163	3
	17

Sophomores

Nursing 22	4
Psychology 151	3
Religious Studies 10	3
History 16	3
Nursing 28	2
Nursing 24	1
	16

Juniors

Math	3
Nursing 104	5
Nursing 106	2
Fine Arts/Languages	3
Religious Studies Elective	3
	16

Seniors

Nursing 150	2
Nursing 152	4
Nursing 154	3
Elective	6
	15

Admission Requirements

Admission to the School of Nursing is selective. Students must be capable of completing an academic program in the liberal arts and sciences as well as the rigorous nursing program. Graduates are eligible to take State Board of Nursing licensure examinations. The program prepares graduates to continue their education at the graduate level.

Academic requirements for admission into the program are the same as for all students admitted to the University. Transfers into the School of Nursing are extremely limited.

*Senior nursing courses to be offered first time in 1983-84.

Academic Requirements

1. No less than 15 units in college preparatory study, among which must be at least three units in high school mathematics, and one in chemistry.
2. Rank in the upper 40% of the applicant's senior class.
3. Achievement tests in English, mathematics, chemistry, or biology.

Personal Requirements

A personal interview with the Admissions Office is strongly encouraged of all applicants for admission to the program in order that assessment of the student's personal qualities may be made. The student is responsible for providing his/her own uniforms and transportation to the clinical facilities.

R. N. Program

Overview

The program for the R.N. student does not differ from that of the generic student in required courses and credits. The overall objectives of the program and the specific objectives for each course remain the same for both the generic and the R.N. candidate, hence ensuring consistency in the academic standards and quality of the program. The methods by which the course objectives are to be met by the R.N. student will reflect teaching/learning strategies appropriate for adult learners.

Admission

The R.N. students are initially admitted through the School of Graduate and Continuing Education and must complete a minimum of four courses with a grade of "C" or better. One of these courses should be in a required natural science and one in a required behavioral science unless credit has been granted through transfer or examination.

Matriculation in Nursing

- A. R.N. students will be able to matriculate in the School of Nursing when they have completed a minimum of 36 credits including those courses prerequisite to sophomore level nursing courses.
- B. In addition, students must:
 - have current registration in Connecticut.
 - carry malpractice insurance.
 - comply with health policies of the School of Nursing.

Curriculum

Course requirements in the liberal arts and required supportive courses can be met by certain CLEP and ACT examinations, and/or transfer credits from other academic institutions, or by enrollment in specific courses. *Sixty credits must be taken at Fairfield University.*

All R.N.'s will enroll in a seminar course when they matriculate in the School of Nursing. The course is designed to facilitate entry into the program, provide new theoretical learning, provide a forum for discussion of relevant nursing issues, and guide the nurse in articulating his or her personal and professional goals, and program plan.

Transfer

Courses will be accepted in transfer from other accredited colleges and universities on the basis of satisfactory ("C" or better) academic record and equivalency to Fairfield University courses.

CLEP

Some liberal arts (core requirements) may be met by successfully passing CLEP subject examinations. Detailed information is available through the School of Graduate and Continuing Education.

Advanced Placement in Nursing

It is possible for the R.N. to seek advanced placement in the nursing major through junior level courses, totaling a maximum of 25 credits. Advanced placement is possible by successfully completing ACT tests in nursing, and clinical performance examinations.

Directed Study Modules

Directed study modules have been developed for nursing courses. The use of the modules is predicated upon the adult learner as being a self-motivated and self-directed student. The students using the modules will receive both faculty guidance, and faculty and student interaction through periodic seminars on campus.

The R.N. may choose to meet course requirements through the modules rather than through Advanced Placement Testing, depending upon his or her background and experience. If an R.N. selects the Advanced Placement option and does not pass one or more of the standardized tests, he or she may complete the directed study module(s) related to the objectives which were not met and, thereby, meet course requirements. The clinical performance examinations must be passed to receive Advanced Placement credits.

Registration

The R.N. students register through the School of Graduate and Continuing Education; call extension 2665 for procedures, class schedules and dates for the fall, spring and summer semesters.

Costs

1. Tuition for courses is charged on a per credit hour basis as with other courses in the University; the present rate is \$100 per credit hour for 1-11 credits a semester.
2. There are separate fees for CLEP examinations, ACT tests, and clinical performance examinations.

Revision Policy

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provisions or any requirement at any time.

Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum, which is described on pages 7 and 26, of this catalogue. Descriptions of core curriculum courses — as well as descriptions of other science and social science courses required of nursing students — may be found in the College of Arts and Sciences section of this catalogue.

Nu 14 Perspectives on Professional Nursing Process and Practice

An introductory course designed to give the beginning student an opportunity to become aware of the forces influencing the development and practice of nursing. Nursing 14 explores nursing as a profession, the roles and practices of the professional nurse, and the health care delivery system. Personal and professional responsibilities are emphasized throughout the course.

3 semester hours

Nu 15 Dimensions of Professional Nursing

This course is designed to assist the R.N. student with his or her transition into the Bachelor's degree program in nursing at Fairfield University. Teaching methods reflect consideration of the student as an adult learner, using directed study modules and seminars throughout the course. This 5-credit course meets twice a week. Content includes teaching-learning theory, basic communication and interviewing skills, nursing process, historical perspectives related to selected nursing issues, and physical assessment skills. These 2 credits of content are open for advanced placement depending upon the background and experience of each student. Required content-equating 3 credits-includes philosophical foundations of nursing practice, group process and assertiveness skills, professionalism, nursing assessment, ethics and research in health promotion, and family theory. Matriculated R.N. students who have completed requirements for entry into the sophomore level of the curriculum may register for this course, with permission of faculty.

5 semester hours

Nu 21 Health Assessment

This course focuses on the health assessment of well individuals and families. A systems framework is used to address the elements of a comprehensive data base. The expanding family serves as a vehicle for organizing health related concepts. The course contains a theory and practice component dealing with nutrition, physical assessment and basic nursing skills.

5 semester hours

Nu 22 Health Promotion and Maintenance

This course focuses on the health promotion of well individuals and families across the life span. The nursing process and systems theory provided a framework for assisting clients to maximize their health potential. Clinical experiences with the child-bearing family are provided in hospital settings and clinical experiences with health individuals of all ages are provided in a variety of community settings.

4 semester hours

Nu 24 Psychomotor Skills in Nursing

This course is a directed study course using a multimedia approach. Theory and practice related to intrusive procedures are organized into study modules. Simulated situations are used to develop technical and decision-making skills. Written and motor performance tests are used to evaluate learning.

1 semester hour

Nu 28 Foundation in Pathophysiology

A systems framework and stress theory are used to explore selected patho-physiological concepts common to a variety of medical diagnoses and nursing care problems. Pathological concepts related to system/body cell regulation, defense, dynamic equilibrium and interaction with the environment are considered. The concepts are analyzed in terms of antecedent conditions, pathological mechanisms, influencing variables, compensatory mechanisms, system and sub-system effects and clinical manifestations. Examples illustrating the concepts are identified.

2 semester hours

Nu 103 Systems Disequilibrium: Acute Health Care Needs

This course focuses on the client system at the secondary level of prevention. Medical and nursing interventions for clients before, during, and after surgery are explored. The surgical episode provides a vehicle for the application of the nursing process with an emphasis on assessment, nursing diagnoses and intervention. Clinical experiences are provided in the acute care setting with clients across the life span.

4 semester hours

Nu 105 Acute Psychosocial Dysfunction

(Nu 49)

This course is designed to provide students with theory and clinical practice related to the nursing care of clients in an in-patient psychiatric agency and their families. The nurse's therapeutic-use-of-self and application of the nursing process with clients and families experiencing acute psychosocial dysfunction are emphasized. Family system theory is expanded to include pathological dynamics. Theories related to group, milieu, interpersonal and somatic therapies are introduced and applied in the clinical setting.

4 semester hours

Nu 104 Therapeutic Modalities

This course focuses on common health problems resulting in systems disequilibrium that are life-threatening and have a potential for progressive deterioration. The problems are addressed at the secondary level of prevention. Health problems are examined from a multidisciplinary perspective in relation to epidemiological concepts, pathophysiological mechanisms, clinical manifestations, diagnoses and therapeutic management.

2 semester hours

Nu 106 Systems Disequilibrium: Prevention and Restoration

This course focuses on the client system with emergent illness, life threatening disequilibrium, and the potential for progressive deterioration. The nursing process is applied with an emphasis on multi-dimensional client problems and the setting of priorities in complex situations. Clinical experiences are provided in acute care hospitals and ambulatory care settings. High risk maternity and neonatal IC, medical units, IC and CCU's are used for clinical learning in hospitals.

5 semester hours

**Nu 42 Professional Nursing —
Issues and Dimensions**

Examines issues confronting the nursing profession, their historical development, current impact and projected effects on society, the nursing profession, and the individual nurse. The theme of individual and professional accountability is emphasized throughout.

2 semester hours

Nu 43 Systems of Nursing Interventions

This course addresses the nursing care of clients and families coping with multidimensional health problems. The caretaking situations selected for study include: high risk pregnancy, the defective child, trauma and traumatic injuries, addiction and renal disorders.

3 semester hours

Nu 44 Advanced Concepts of Clinical Practice

Examines stress in a systems framework. The mind-body interaction is explored and application is made to stress-inducing situations, stress-produced disease entities, and nursing care problems.

2 semester hours

Nu 45 Group Theory and Nursing Leadership

This course addresses organizational and group concepts and theories, and their application. Specific emphasis will be placed on issues of leadership/membership, assertiveness, and approaches to delivery of nursing care.

2 semester hours

Nu 46 Transition in Nursing

This course is designed to assist senior nursing students in making the transition from their current role to that of a professional nursing practitioner in their anticipated area of clinical practice. Consequently, the course has a dual focus: that relating to the students' self systems as practicing professionals, and that relating to the clients' self systems in any or all levels of prevention. A systems framework is used to conceptualize the various person-environment interactions that occur in the work setting from both of these perspectives.

3 semester hours

Nu 47 Practicum in Nursing Management

A course designed to challenge students to incorporate all previous and concurrent learnings to provide comprehensive nursing care to clients, families, and groups in a variety of settings. Clinical resources will include the laboratory, hospital, and community. In the laboratory, students will practice integrated assessments of the adult and child. In the hospital, students will work together in groups to provide systematic, efficient care to groups of clients and families. In the community, students will provide nursing care to clients and families with multidimensional health problems.

3 semester hours

Nu 48 Research in Nursing

This course serves as an introduction to the formal methods of research and their application to clinical nursing practice. Students will identify a researchable nursing problem, and develop a research proposal designed to study the identified nursing problem.

2 semester hours





Student Life and Services

Student Life and Services

A full and diversified student life is provided for all undergraduates through the coordinated efforts of the University's Student Services Division and the Fairfield University Student Association.

Fairfield Student Services Division

The Fairfield Student Services Division provides:

1. Assistance in planning social events and campus activities;
2. Coordination of student organizations, freshman orientation, volunteer programs, athletics and recreation, judicial proceedings, and the residence hall program;
3. Counseling services (through the Counseling Center) and student health services;
4. Maintenance of an up-to-date listing of all University students;
5. Issuance and replacement of identification cards, which are required of all members of the University.

Fairfield University Student Association (FUSA)

The Fairfield University Student Association (FUSA) is the official undergraduate student government of the University. Upon payment of the mandatory activity fee of \$35.00, a student automatically becomes a member of FUSA. The Student Association is divided into three branches — Executive, Legislative, Judicial — which work individually and collectively to improve the quality of life for all students at Fairfield. The costs of social and cultural events and all recognized campus organizations are underwritten to some degree by FUSA.

Executive Branch

This branch of FUSA coordinates overall student programs. It consists of the President of FUSA; Treasurer; Attorney General, who serves as chief prosecutor in the Student Court; Community Affairs Coordinator; Campus Activities Affairs Coordinator; Legislative Liaison, which guides programs through the Student Legislature; and a Student Entertainment Committee, which is responsible for student social events.

Legislative Branch

Made up of elected representatives of residence halls, commuters, and off-campus boarders, the Student Legislature appropriates FUSA funds for student organizations and activities, conducts investigations, and approves various FUSA officials and delegates.

Judicial Branch

The Student Court, which consists of a Chief Justice and eight Associate Justices, serves as the Judicial Branch of FUSA. It is the court of first instance for students accused of minor infractions of University policy.

Student Rules and Regulations

The rules and regulations governing student life are provided in full in the *Student Handbook*, a copy of which is provided to each student by the Student Services Division of the University. If further interpretation of any of these rules and regulations is required, the student should consult personnel in the Student Services Division.

Discipline

Both intellectual growth and social harmony require discipline as a necessary condition. Self discipline, whether intellectual or social, is of course the best form for community living, but it is, of itself, inadequate. When free persons join together in a common enterprise, whatever its nature, some external authority is needed to direct and sustain that enterprise. In the process of accepting that authority and working in a community, the individual can discover the fullest meaning of freedom and fulfillment. This does not mean a begrudging or uncritical heeding of regulations, but rather a voluntary and understanding acceptance of decisions for the good of the whole community.

At Fairfield University the Vice President for Student Services has general care of student welfare and of student discipline. The discipline which he exercises is considerate but firm, especially in matters which affect the good of the student body as a whole and which touch upon the reputation of the University. Nevertheless, the attitude of the Vice President, as of the rest of the faculty, is such as to make discipline, as far as possible, the outgrowth of high student morale and an element in the maturing of character. However, the administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus because student misconduct not only reflects on the reputation of the University but is an indication of the general character of the student.

Besides explicit offenses mentioned in the *Student Handbook*, behavior that leads to civil action renders a student liable to collegiate disciplinary action including expulsion. While the University does not look upon its relations with students as primarily legal, it does guarantee to any student involved in disciplinary action due process and a right to be heard in his or her own defense.

Counseling Services

Some of Fairfield's many counseling services are provided through specialized personnel: academic counseling is provided by the student's faculty advisor; religious and spiritual counseling is available through the Campus Ministry Office; health and medical counseling may be obtained in the Health Services Department. But most other types of counseling — career, personal, psychological, social, etc. — are provided by the Counseling Center.

The Counseling Center exists to help students achieve their academic, personal, and vocational goals. The Center is staffed by professional counselors and psychologists who are available to help a student gain greater self-understanding so that he or she will be able to make appropriate decisions in the light of this understanding. The staff welcomes individual students or groups of students to come in with whatever problems they may have.

When appropriate, tests and inventories are administered to students to help them clarify personality characteristics and career objectives. A staff member carefully interprets and discusses the results of testing with each student.

The Counseling Center also serves as a coordinator of information for off-campus employment. Students who are interested in part-time employment should read the bulletin board in the Counseling Center.

Students are encouraged to take advantage of the vocational guidance and placement services provided within the University Counseling Center. The placement service is also made available to graduates of the University. In the Counseling Center is located a vocational library and reading room which may be of assistance to students considering career choices.

Student Health

The Infirmary is located in Loyola Hall. A registered nurse is in residence; a doctor visits the Infirmary daily. Seriously ill students may be admitted to St. Vincent's Hospital, Bridgeport, just minutes from the campus.

Student accident and medical insurance is provided for all students. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

Student Clubs and Organizations

Fairfield University has scores of recognized student clubs and organizations covering a diversity of interests. (If there is sufficient demand, new organizations may be started under guidelines that may be obtained from the Student Services Office.)

Academic Clubs supplement classroom work of some departments: the *Accounting Club*, limited to accounting majors, provides talks by professionals as well as by faculty members and students; *American Chemical Society Affiliates* features guest lecturers, social functions, and opportunities for practical work experiences; the *Biology Society* focuses on field trips, lectures, and activities that combine recreation with education; *The Canisius Academy* sponsors seminars and lectures that enhance the religious studies programs; *The Philosophy Academy* provides a forum for the discussion and exchange of issues of philosophical interest; the *Student Psychological Association* (FUSPA) sponsors movies, guest lectures, social events, and a monthly newsletter to keep members abreast of activities in the field; the *Sociology Club* plans field trips and guest lectures and also provides a forum of student papers and discussions; the *Student Nursing Association* serves as the unifying force among nursing students and sponsors a broad range of activities of interest to its members.

Special interest clubs appeal to specific groups of students: *The Alpine Club*, a sports club, sponsors outdoor activities for skiers and skaters; the *UMOJA* promotes black-white unity on campus and provides social programs for the University's black community; the *Cheerleaders*, a coed group, leads cheers at Fairfield basketball games; the *Chess Club* helps develop players' skills and participates in intercollegiate competition; the *Commuter Club* stimulates the participation of commuters in University activities; the *Connecticut Intercollegiate Student Legislature* has a Fairfield delegation which debates contemporary political and social issues.

The Forensic Society competes in public speaking and debate with members of the Eastern Forensics Association; the *Film Society*, for those who enjoy film, presents two films a week; *The International Relations Club*, which focuses on international issues, annually participates in the National Model United Nations Convention; the *International Students Club*, through a variety of activities, fosters friendly relations between students from a variety of countries; the *Ski Club* sponsors several extended trips to ski slopes; the *Spanish American Students Association* fosters unity, interest, and appreciation of Hispanic culture.

Service organizations reflect the interest of students in helping their fellow persons: *Appalachia Volunteers* provides students with an opportunity to work with mountaineers for a week or two each year; the *Cardinal Key Society* is involved with serving both the campus and the town communities through volunteer social work; the *Knights of Columbus* are involved in such projects as working with the mentally retarded and running the Southbury Training School Fund Raising Ball; *St. Mary's Tutoring Programs* tutors fifth to eighth graders bused in from Bridgeport; *Students of Fairfield, Inc.* is a group of students working for students through such activities as the used book co-op; *Youth Involvement Council* sponsors a broad range of activities in surrounding communities.

Communications organizations are excellent outlets for those who have the gift of communicating: *Groundstar* is the University literary publication of high artistic merit; *The Manor* is the University yearbook, totally produced, written, and designed by students; *The Mirror* is a weekly student newspaper distributed to all students; *Station WVOF* presents daily broadcasts of rock, jazz, news, and public service materials.

Music organizations present opportunities for vocalists and instrumentalists; the *Chamber Orchestra and Vocal Ensemble* promotes the performance and appreciation of Medieval, Renaissance, Baroque, and Classical music; the *Chorale* is a 40-voice women's group that performs choral works both on and off campus; the *Glee Club* of 50 male voices practices during the fall in preparation for its 12 public concerts in the New England-New York area.

The Playhouse is a student drama organization that presents several major productions a year along with a number of workshops, studio productions, guest productions, and special events.

Religious Activities

Because of its rich religious heritage, Fairfield University encourages student participation in religious activities. Many student organizations — The Canisius Academy, the Knights of Columbus, St. Mary's Tutoring Programs, etc. — have religious ties, but most religious activities emanate from the Campus Ministry Office.

The Campus Ministry team consists of two Jesuits, a woman chaplain, all of whom have had wide experience in providing students with spiritual direction, and a number of student volunteers. The Campus Ministry provides spiritual counseling, fosters prayer life, plans seminars on religious and social concerns, and encourages social response and community involvement. Campus Ministry runs Southwell Hall, which is a center for religious and social events. There are daily liturgies for Catholic students. Members of the Campus Ministry team are happy to put non-Catholic students in contact with churches and religious leaders of their faith.

Athletics and Sports Activities

For men and women, Fairfield provides three types of organized athletics and sports activities: varsity sports, club sports, and intramural sports. Fairfield is in the university division of the National Collegiate Athletic Association (NCAA), the Eastern Collegiate Athletic Conference (ECAC), and in the college division of the Association of Intercollegiate Athletics for Women (AIAW), and the Eastern Association of Intercollegiate Athletics for Women (EAIW). In addition, Fairfield competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference.

Varsity sports for men include baseball, basketball, cross country, golf, ice hockey, soccer and tennis. Women's varsity sports include basketball, field hockey, softball, and tennis. In most of these sports, Fairfield teams compete against conference (ECAC) and non-conference opponents and participate in invitational and postseason tournaments.

Club sports also provide intercollegiate competition, but these activities are organized and operated by students in conjunction with the Athletic Department. Club sports include fencing, football, lacrosse, rugby, volleyball, and swimming. Some of these teams participate in conference competition or belong to specialized athletic groups such as the Eastern Rugby Union.

Fairfield offers an extensive intramural sports program which runs from the second week of the fall semester to the end of the academic year in the spring. Intramural sports which feature teams from residence halls and commuter groups, include basketball, street hockey, softball, tennis, touch football, and volleyball. Winning teams receive trophies at the annual sports dinner.

The student who does not wish to participate in organized sports has the opportunity to make full use of Fairfield's new Student Recreational Complex, the outdoor tennis courts and playing fields, and join in a variety of informal "pick-up" games that take place both indoors and outdoors on the campus at all seasons of the year.

The Campus

Student life at Fairfield takes place on a 200-acre campus of exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, the campus commands a broad view of Long Island Sound.

The modern buildings provide learning quarters for students, as well as living quarters for a resident community of more than 1,700 undergraduates and for members of the Jesuit community. Among the more important of the 39 major buildings and other facilities on campus are the following:

The Residence Halls

A large proportion of Fairfield's student life centers in and around its eight residence halls. To facilitate their adjustment to campus life as well as to give direction to their personal growth, freshmen are integrated with upperclassmen in these residence halls wherever possible, but two halls are set apart primarily for upperclassmen.

A University staff assists students in adjusting to residence hall life in particular, campus life in general. In addition to the Director of Student Residences, the Assistant Director of Student Residences, and three Head Residents, there are student Resident Advisors. These students have been trained to provide advice and counsel to other students and to supervise student behavior. In addition, Jesuits live on various floors of residence halls, sharing their commitment, their experience, and their concern with students.

Residence halls are self-directed units. Together, students and staff decide what their aims will be and how they will achieve them within the residence halls. Through shared responsibility in all aspects of residence hall life, students develop a respect for the personal and property rights of all persons and of the University itself.

Upperclass students may elect to live in the new, University-owned townhouses. These units, located on the perimeter of the campus, offer students a greater degree of independence. An optional housing arrangement exists in off-campus housing, apartments and beach houses that can be rented by the school year.

Full information about campus and off-campus housing and about housing policies may be found in the *Student Handbook*.

The Campus Center

The Campus Center is the social focal point for all segments of the University community — students, faculty, administration, alumni, and guests. The Center contains the main dining room and a faculty dining room, the mail center, Student Association (FUSA) offices, the bookstore, the Stag-Her Inn (a snack bar and rathskeller), music rooms, game room and a variety of other facilities for student services. The Campus Center Director reserves space for and schedules such activities as concerts, art shows, lectures, auctions, conferences and a variety of other University events. Through the Center, an extensive program of cultural, educational and recreational events is offered to the entire University community. A regular *Weekly Bulletin* informs the campus of all upcoming Center events.

The Library

The Nyselius Library contains more than 170,000 carefully selected bound volumes, 202,000 microforms, and 1,400 journals and newspapers. A new media department will be opening in the fall of 1982. The stacks are open to all students and there is study space, primarily at individual carrels, for over 600 students at any one time. For the convenience of the campus community, the library is open over 100 hours a week except during vacation periods.

The Student Recreational Complex

The Student Recreational Complex is a new building adjacent to the Gymnasium. Planned to help students develop lifelong physical skills, the Complex provides a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball; a 115-meter indoor jogging track; enclosed courts that can be used for handball, squash, racquetball; two exercise rooms, one for men and one for women; a multipurpose room that can be used for modern dance, gymnastics, exercising, student club meetings; two saunas and a whirlpool bath; sun-bathing deck; and locker rooms. Just outside are six all-weather tennis courts.

Adjacent to the complex is the University Gymnasium, which is used primarily for intercollegiate sports. Outdoor facilities include several fields and additional tennis courts that can be used by both men and women for a variety of intercollegiate, intramural, and club sports. The broad expanses of the campus provide ample opportunity for spur-of-the-moment physical activity such as frisbee throwing and skate boarding.

Other Buildings

Other buildings range from the new School of Nursing Building to Bannow Science Center, from generalized classroom buildings like Canisius Hall to the new Faculty Office Building and specialized facilities such as the Playhouse.

The best way to appreciate the utility of these buildings and the modernity of their equipment is through a campus visit, which can be arranged by the Admissions Office in Canisius Hall.

Parking

All vehicles *must* display a valid parking permit and park properly in the designated area. Parking permits may be obtained at Security, Room 3, Loyola Hall. Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official State or Fairfield University Handicapped permit. University permits may be obtained through Security. A pamphlet detailing traffic and parking regulations is available at Security.





Admissions, Expenses, and Financial Aid

Admissions

Fairfield University admits without discrimination students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

Freshman Admissions

Freshman students are admitted in September only. The applicant shall have received the high school diploma from a recognized high school or preparatory school, and shall have acquired no less than 15 units in college-preparatory studies. The *unit* is commonly understood as a measure of credit assigned for the successful completion of a high school course which meets four or five times each week throughout the year; *college-preparatory units* are those which are usually found in that curriculum of the high school which explicitly prepares for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission may present entrance units chosen from the following, among which must be at least three units in high school mathematics and at least two units in a foreign language, and one of laboratory science. Candidates for the mathematics and the science programs must present in addition a fourth unit of high school mathematics. Candidates for Nursing must have one laboratory science in chemistry.

English	4
Latin	4
Greek	2 or 3
French	2 or 3
German	2 or 3
Italian	2 or 3
Spanish	2 or 3
Physics	1
History	3
Civics	½ or 1
Problems of Amer. Democracy	1
Social Studies	1
Algebra	2
Plane Geometry	1
Solid Geometry	½
Plane Trigonometry	½
General Science	1
Biology	1
Chemistry	1
Economics	1
Geography	½ or 1
Law	½ or 1
Astronomy	1
Physiography	1
Mechanical Drawing	1

In addition to the basic requirements, the applicant must present evidence to indicate interest in and competence for college studies. To that end he or she must submit the complete record of high school studies, together with other supporting materials as described in the admissions application form. All applicants are also required to take the College Board Aptitude examination (SAT or ACT). Students who wish to be considered for Early Decision admission must have all application materials (application, high school transcript, SAT or ACT scores, and recommendation) in the Admissions Office by December 1. The deadline for all Regular Decision applicants to have these same application materials in the Admissions Office is March 1. Applicants should normally rank in the top 40 percent of their senior class, and all applicants must take three College Board Achievement examinations. The three achievement examinations to be taken are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are required to take the achievement examination in that science in place of the modern foreign language examination. Candidates for the pre-medical and pre-dental program preferably will take the chemistry achievement examination. Candidates for the nursing program will take either the chemistry or biology achievement examination. The same pattern will apply to those submitting scores from the American Testing Program (ACT).

Advanced Placement and Early Admission

Advanced Placement: While in high school, some students pursue one or more college-level courses. Fairfield University permits such students to bypass a similar University course if (1) they take an Advanced Placement Test of the CEEB program, and (2) obtain a test score acceptable to the Committee on Admissions and the Chair of the particular department concerned. The score must never be under a "3," and usually not under a "4." Each student's record is studied individually, and the decision regarding advanced placement is made on the merit of each individual's record of achievement.

Early Admission: Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

CLEP Examination

College Level Examination Program (CLEP) scores in the Subject Examination above the 50th percentile will be accepted by the University as a satisfactory substitute for college courses. Individual subject examinations will earn advanced placement in that subject.

A superior student who presents the equivalent of five college courses may, in some cases, be granted a semester's advanced standing. The equivalent of ten courses may also, in some cases, earn advanced standing of a full year.

Examinations offered for advanced placement or advanced standing should be submitted at the time a student is admitted to the University. These examinations are not accepted as a substitute for courses once a student has matriculated.

Transfer Admissions

Admission to Advanced Standing

Capable students are welcome to transfer to Fairfield University. Transfers are considered for admission in September and January.

Undergraduates of other recognized colleges who apply for admission to Fairfield as transfer students with advanced standing must present a transcript of their college and high school records prior to any admission review, and must have maintained at least a 2.5 cumulative average.

Each candidate will be individually reviewed and a program determined according to his or her needs and accomplishment.

Every effort is made to accept transfer credit as a program rather than totaling single course credits, so that a student may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in the individual case.

Every Transfer Student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University Bachelor's Degree.

Applications should be directed to the Admissions Office. The application deadline for September admission is June 1; the application deadline for January admission is December 1.

Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our policy to give special consideration to the sons and daughters of alumni who apply as well as to the brothers and sisters of current students and alumni. In reviewing such applications, special importance is attached to family ties to help insure that a sizable number of these candidates will be admitted to the University.

Expenses

Tuition/General Fees

Application Fee \$ 25.00
(This fee is not refundable)

Tuition *1 yr* \$5,025.00
Per semester payable on or before August 1 and January 1. An acceptance deposit (non-refundable) of \$100.00 is paid on acceptance of the notice of admission; it is credited towards the semester's tuition.

Resident Student Costs:
Dormitory Room & Board *1 yr* \$2,815.00
Townhouse Fee *1 yr* 2,070.00
Per semester payable on or before August 1 and January 1.

Room Deposit \$ 100.00
Non-refundable if reservation is voluntarily cancelled. Refunded when graduating or leaving the school or residence halls.

General Fee \$ 120.00

Per year. This fee covers 24-hour infirmary service as well as normal health insurance and accident insurance. It covers admission to all home athletic events, support of the Student Government activities and the student radio station operation.

Special Fees

Late Registration (\$5.00 per course)	\$ 25.00
Orientation	10.00
Continuous Registration for Educational Leave (per semester)	25.00
Change of Single Course	5.00
Revised Posting of Academic Record	5.00
Academic Transcript	2.00

Nursing student costs

Two uniforms and equipment (estimated)	\$ 100.00
Student malpractice insurance (estimated)	13.00
Transportation to clinical experience is the responsibility of the student.	

Practice Teaching \$ 40.00
(\$15.00 of which is for state certification)

Commencement	40.00
Extra course per semester hour	110.00
Laboratory Fee	20.00
Laboratory Breakage Fee	20.00
Fine Arts Materials Fee	25.00

The trustees of the University reserve the right to change tuition rates and to make additional charges within the University whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. A charge of 1% of the unpaid balance may be made monthly on all balances remaining.

Foreign students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make payment of a full year's tuition, fees and room and board before their certificate of eligibility (Form I — 20A) is issued.

The University deals with various companies that offer flexible plans for payment of educational expenses. Please contact the Accounting Office for information on these plans. Brochures on these payment plans will be mailed to all incoming freshmen.

All financial obligations must be fulfilled before requests for academic transcripts can be honored.

Refund Policy

If a student withdrawal is authorized for good cause and if he or she follows normal withdrawal procedure, the student may make a written request for a refund of tuition and room and board according to the following schedule. General and special fees are non-refundable. The processing of refunds is dependent upon the date of payment plus the receipt and processing of withdrawal information.

<i>Request</i>	<i>Refund</i>
first week	90% less \$100
second week	80% less \$100
third week	60% less \$100
fourth week	40% less \$100
fifth week	20% less \$100
sixth week	0%

Financial Aid

Financial Aid Policy

Fairfield University administers a comprehensive program of financial aid for students with limited resources and strong academic potential. Fairfield utilizes the College Scholarship Service uniform methodology to determine financial aid recipients. The amount of aid a student receives is based on financial need. Financial need is the difference between the total cost of attendance and the expected ability of the family to contribute to these expenses.

Generally, students who have been admitted to the University, and are offered financial assistance, receive a "package," which combines the various grants, loans, and student employment programs available.

Members of the Financial Aid Office staff are available throughout the year to advise and answer any questions that students and their parents might have.

Financial Aid announcements for entering freshmen are made at the end of March. Upperclass awards are issued in June.

Application Procedure

To be considered for financial aid at Fairfield University, the following steps are required:

1. File a Financial Aid Form (FAF) with the College Scholarship Service no later than *February 1st* for entering freshmen and *April 1st* for upperclass and transfer students. This form is available from high school guidance offices or by writing to the Fairfield University Financial Aid Office.

Those students applying for early decision must complete an Early Version Financial Aid Form no later than *December 15th*. This form is available through the Financial Aid Office at Fairfield University.

2. File a Fairfield University application for financial aid (entering freshmen only) no later than March 1st.

Renewal Process

Any student who receives financial assistance at Fairfield University is required to submit a completed Financial Aid Form by *April 1st* each year. Continued eligibility for any program is based on the following criteria:

1. Demonstrated financial need.
2. Maintaining satisfactory progress and good standing in the courses of study being pursued according to the regularly prescribed standards and practices at the University.
3. Carrying an academic workload sufficient to qualify as at least a half-time student during the academic year.
4. Is not in default on any loan made from a student loan fund at Fairfield, or on a loan made, insured, or guaranteed under the Guaranteed Student Loan Program.
5. Does not owe a refund on grants previously received for attendance at Fairfield under the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant or State Student Incentive Grant Programs.

Estimate of Expenses

The following are average student budgets at Fairfield University during the 1982-83 academic year:

<i>Per year</i>	<i>Resident</i>	<i>Commuter</i>	<i>Off - Campus Boarder</i>
Tuition and Fees	\$5,145	\$5,145	\$5,145
Room & Board	2,815	1,190*	2,800
Books & Supplies	250	250	250
Transportation	100	390	125
Personal Expenses	600	500	500
Total Student Budget	\$8,910	\$7,475	\$8,820

*This is an estimated cost to parents of a student living at home.

Financial Aid Available

The following is a listing, brief description, and general award ranges of the financial aid programs available at Fairfield University.

Scholarships and Grants-in-Aid

Headmasters' Scholarships: Four full-tuition scholarships awarded on the basis of academic excellence to selected entering freshmen from public or parochial high schools in the towns of Fairfield, Bridgeport, Trumbull, and Stratford.

President's Scholarships: Three full-tuition scholarships are awarded on the basis of academic excellence to students seeking entrance to the University and are renewable on condition of satisfactory performance for three years.

Fairfield Scholars: A number of partial scholarships are awarded to entering students who have demonstrated outstanding academic achievement.

Fairfield University Scholarships and Grants: In addition to the scholarships listed above, a limited number of scholarships and grants are awarded by the University. Their number and stipend depend upon the current status of revenues from which they are drawn. Demonstrated financial need as well as academic performance and potential are the criteria used in determining the recipients.

Brother/sister grants are available. For two brothers or sisters: \$100 per student per semester; for three brothers or sisters: the oldest student pays full tuition, and the remaining two receive \$300 each per semester.

Most scholarships and grants-in-aid are packaged with other types of federal aid.

Federal Grants

Pell Grants (formerly called Basic Educational Opportunity Grants): A federal entitlement program which provides grants of up to \$1,800 to eligible students who are pursuing their first baccalaureate degree.

Supplemental Educational Opportunity Grants: Outright grants from federal funds are made available to students who demonstrate a financial need. The grants range from \$200 to \$2,000 per year.

State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Write to your state board or commission for higher education, or see your high school guidance counselor.

Loans

National Direct Student Loans: Students who demonstrate financial need can borrow up to \$6,000 during their undergraduate college careers. No payments of principal or interest are required until six months after the borrower completes his or her education at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed.

Guaranteed Student Loan Program: Loans may be obtained at most banks in a student's home town. Up to \$2,500 per academic year may be borrowed. Repayment begins six months after graduation at which time 9% interest is assessed. Families with incomes exceeding \$30,000 must show need in order to receive this loan.

Parent Loan Program: A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to \$3,000 during any one academic year. Repayment begins 60 days after disbursement of the loan at a 14% rate of interest.

Campus Employment

College Work-Study Program: Jobs on the campus may be arranged for students demonstrating a need for the expected earnings. Where possible, the work assigned relates to the student's field of study.

University Employment: Students who are not eligible for participation in the Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

Named Scholarships

Alumni Association Scholarship: A \$4,000 scholarship awarded over four years to an incoming first year student in the undergraduate school who is the son or daughter of an alumnus of Fairfield University. Interested applicants should contact the Office of Alumni Relations.

Carl and Dorothy Bennett Scholarship: A fund established by Mrs. and Mrs. Carl Bennett to provide annual scholarships for students in the School of Business on a financial need basis.

Carlson Scholarship Fund: \$1,000 annually provided by the Carlson Foundation of Bridgeport.



The Arsene Croteau Family Scholarship: A \$10,000 fund to provide a scholarship to a student at Fairfield University majoring in French.

William Cummings and Brothers Scholarship: A \$15,000 scholarship fund established by Mary C. Cummings in January 1968. Income to be granted to entering freshmen from the town of Fairfield.

Dramatic Society Scholarship: A scholarship awarded to a member of the Dramatic Society in return for assistance to the Director.

Vincent Peter Fagan, Jr. Memorial Scholarship: An endowment fund established by Mrs. Ellen S. Fagan in memory of her late husband, a 1965 alumnus of Fairfield University who majored in chemistry. A scholarship will be given annually to a chemistry major on the basis of need.

John P. Gahan Memorial Scholarship: A fund donated by friends of the father of John P. Gahan (Class of '61). John P. Gahan was killed after one year in school.

Simon Harak Memorial Scholarship: A \$500 scholarship awarded annually to a member of the Fairfield University Glee Club in memory of Simon Harak, co-founder of the Glee Club. Scholarship established by friends and alumni of Fairfield University.

The Frank J. Marchese Scholarship: \$1,000 annually provided in memory of Frank J. Marchese, a former member of the Fairfield University President's Advisory Council.

The Robert, Carrie, and Edna McClenahan Scholarship Fund: Created by Edna McClenahan to be awarded to a student attending Fairfield University on the basis of need and scholastic ability. This award is to be given to a student who shows particular interest in the study of the French language and French culture.

The Edward F. McPadden Memorial Scholarship: Created by the sister (Anabel McPadden Davey) of Mr. McPadden, who donated \$10,000 for the fund.

Mechanics and Farmers Savings Bank Scholarship: A \$5,000 fund established on the occasion of the bank's 100th anniversary available to residents of Bridgeport, Easton, Fairfield, Milford, Monroe, Stratford, Trumbull, and Westport, Connecticut.

William T. Morris Memorial Scholarship Fund: A scholarship fund established to provide financial assistance to needy students attending Fairfield.

Reverend John P. Murray Scholarship: A scholarship fund given to a member (or members) of the Glee Club. Scholarship was designated by the President of Fairfield University to begin September 1965.

J. Gerald Phelan Scholarship: Donated by J. Gerald Phelan for a scholarship fund in 1964.

Mary B. Radwick Scholarship: A fund created in the name of Mary B. Radwick to provide financial assistance to students.

Paul Scolaro Memorial Scholarship Fund: A fund established by family, alumni and friends in memory of Paul J. Scolaro (class of '78). This award is given annually to a Modern Languages major at the recommendation of the department. Academic achievement, financial need and University community involvement are the basis for the award.

Further Information

For further information about financial aid at Fairfield University, please call or write to: Financial Aid Office, Fairfield University, Fairfield, Connecticut 06430, (203) 255-5411.







Directory

Directory

Board of Trustees

Joseph A. Appleyard, S.J.
 Dorothy B. Bennett
 Ellen B. Burns
 Raymond J. Callahan, S.J.
 Patrick J. Carolan, M.D.
 James H. Coughlin, S.J.
 Jerome I. Davis
 Charles F. Dolan
 Alphonsus J. Donahue
 Joseph F. Fahey, Jr.
 Joseph B. Flavin
 Sal J. Giudice
 Gino P. Giusti, Ph.D.
 Norwick R. Goodspeed
 Howard J. Gray, S.J.
 Otto H. Hentz, S.J.
 Aloysius P. Kelley, S.J.
 William J. Kramer
 Joseph J. McAleer
 John P. McAndrews
 Thomas E. McKinney
 L. William Miles (Chair)
 Thomas P. O'Malley, S.J.
 Albert D. Phelps, Jr.
 E. Cortright Phillips
 Fortune Pope
 Gerald R. Rippon, S.J.
 Paul J. Rizzo
 John P. Sachs, Ph.D.
 James F. Stapleton
 Thomas A. Vanderslice, Ph.D.

Trustees Emeriti

James W. Birkenstock
 Edward J. Breck
 Gerald F. Hutchinson, S.J.
 David W.P. Jewitt
 James J. McGinley, S.J.
 Francis J. McNamara, Jr.
 D. Bruce Wiesley

Administration

Aloysius P. Kelley, S.J., Ph.D.

President

John J. Higgins, S.J., S.T.D.

Assistant to the President

John A. Barone, Ph.D.

Provost

Stephen P. Jakab, M.A.

Assistant Provost for Human Resources

John J. Schurdak, Ph.D.

Director of Computer Center

Doris J. Stan, M.A.

Director of Grants Office

Linda Trabka, B.A.

Management Information Coordinator

Academics

Christopher F. Mooney, S.J., S.T.D., J.D.

Academic Vice President

Edward J. Lynch, S.J., Ph.D.

*Dean, Graduate School of Corporate
and Political Communication*

Theodore A. Rees Cheney, M.A.

*Associate Dean, Graduate School of
Corporate and Political Communication*

R. Keith Martin, Ph.D.

Dean, School of Business

William F. Murphy, Ed.D.

*Dean, School of Graduate and
Continuing Education*

Joanna Nicholson, Ed.D.

Director, Summer Sessions

Phyllis E. Porter, Ed.D.

Dean, School of Nursing

Suzanne MacAvoy, Ed.D.

Assistant Dean, School of Nursing

Stephen L. Weber, Ph.D.

Dean, College of Arts and Sciences

Vincent M. Murphy, Ph.D.

*Associate Dean, College of Arts
and Sciences*

Henry J. Murphy, S.J., S.T.D.

Dean of Freshmen

Robert C. Russo, M.A.

University Registrar

David M. Flynn, M.A.
Dean of Admissions
 John M. Sullivan, M.A.
Associate Director of Admissions
 Patricia L. Burgh, B.A.
Assistant Director of Admissions
 Richard W. Cooper, B.A.
Assistant Director of Admissions
 William J. Kennedy, S.J., M.A.
Assistant Director of Admissions
 Maura J. Coakley, B.A.
Admissions Counselor
 Christine M. Paul, B.A.
Admissions Counselor
 Paul J. Marchelli, M.A.
Director of Financial Aid

Student Services

William P. Schimpf, M.Ed.
Vice President for Student Services
 Henry W. Krell, M.A.
Dean of Students
 William H. Curley, M.D.
Medical Director, Student Health Services
 W. Laurence O'Neil, S.J., C.A.S.
Director of Counseling Center
 James D. Fitzpatrick, M.A.
Director of University Activities/Campus Center
 M. Lisa LaGuardia, M.A.
Assistant Director-University Activities
 Stanley F. Kapinos, B.S.
Assistant Director-Campus Center
 Phyllis Fitzpatrick, M.S.
Student Residence Director
 Leigh Cromey, M.A.
Assistant Director of Student Residence
 C. Donald Cook, M.A.
Director of Athletics and Recreation
 Terrance J. O'Connor, M.S.
Assistant Director of Athletics and Head Basketball Coach
 Tamma O'Mara, M.A.
Assistant Director of Recreation

Campus Ministry

Francis J. Moy, S.J., M.A.L.S., M.Div.
University Chaplain
 William J. Cullen, S.J., M.Ed.
Assistant Chaplain
 Katherine McElaney, M.Div.
Assistant Chaplain
 Kate Benson, B.A.
Music Director

Business and Finance

John M. Hickson, B.S.
Vice President for Business and Finance
 William Lucas, M.B.A.
Controller
 George Moloney
Director of Purchasing
 John Dunigan, B.S.
Director of Engineering Services and Energy Management
 Frederick Cotter, B.S.
Director of Buildings and Grounds
 Vincent Brennan, B.S.
Director of Security

Development and Public Relations

George E. Diffley, M.A.
Vice President for Development and Public Relations
 Fredric C. Wheeler, M.P.A.
Director of Development
 Clare Carney, B.A.
Assistant Director of Development
 Theresa Lauzon, B.A.
Director of Development Services
 Murray Farber, B.A.
Director of Public Relations
 Joseph J. Golia, M.A.
Director of Publications
 Anita M. Oliva, M.S.
University Editor
 Clarissa Lobdell Sinagulia
Director of Special Events and Community Relations
 Richard Popilowski, M.S.
Director of Alumni Relations
 Helen C. Nayden, B.A.
Assistant Director of Alumni Relations

Library

Barbara D. Bryan, M.S.L.S.
University Librarian
 Dorothy M. Kijanka, M.L.S.
Assistant University Librarian
 Joan T. Overfield, M.L.S., M.A.
Head Reference Librarian
 Marilyn R. Pukkila, M.S.L.S.
Reference Librarian
 Jane Bickford, J.D.
Circulation Supervisor
 Elisabeth G. Coombs, M.L.S.
Head of Technical Services
 Mona Hefzallah, M.A.
Principal Cataloguer

Committees of the College

Academic Council

The Academic Council shall be the executive arm of the General Faculty. It also shall provide the opportunity for exchange of opinion between faculty and administration in the ordinary working of the University.

Elected Faculty Committees

Admissions and Scholarships
 Athletics
 Continuing Education
 Corporation Conference
 Educational Planning
 Library
 Liturgy and Religious Life
 Nominations
 Public Lectures and Events
 Rank and Tenure
 Research
 Salary
 Student Affairs
 Undergraduate Curriculum
 University Relations

Faculty

Faculty

Aloysius P. Kelley, S.J., *President, Professor of Greek and Roman Studies*; A.B., M.A., St. Louis University; S.T.L., University of Innsbruck; Ph.D., University of Pennsylvania.
 Albert Abbott, *Assistant Professor of History*; B.S., M.A., John Carroll University; Ph.D., Georgetown University.
 Henry E. Allinger, *Assistant Professor of Accounting*; B.S., Wharton School, University of Pennsylvania; C.P.A., New York.
 Arthur L. Anderson, *Associate Professor of Sociology*; A.B., Augsburg College; M.A., Ph.D., New School for Social Research.
 George B. Baehr, *Assistant Professor of History*; A.B., Fairfield University; M.A., Ph.D., University of Notre Dame.
 Walter O. Baggett, *Associate Professor of Finance and Management*; A.B., Hanover College; M.B.A., University of California at Los Angeles; Ph.D., University of North Carolina.
 Jenny A. Baglivo, *Associate Professor of Mathematics and Computer Science*; A.B., Fordham University; M.A., M.S., Ph.D., Syracuse University.
 John A. Barone, *Provost, Professor of Chemistry*; A.B., University of Buffalo; M.S., Ph.D., Purdue University.
 Milo C. Barone, *Assistant Professor of Biology*; B.S., University of Scranton; M.S., John Carroll University; Ph.D., St. Bonaventure University.
 Emilio Bejel, *Professor of Modern Languages*; A.B., University of Miami; M.A., Ph.D., Florida State University.
 Alfred F. Benney, *Assistant Professor of Religious Studies*; A.B., Pontifical College Josephinum; M.A., The University of Detroit; Ph.D., Hartford Seminary.
 Marvin Berkowitz, *Associate Professor of Management and Marketing*; B.A., B.S., Rutgers University; Ph.D., Columbia University.

- Louis Berrone, *Professor of English*; A.B., M.A., Trinity College; Ph.D., Fordham University.
- Joseph E. Boggio, *Professor of Chemistry*; B.S., M.S., Ph.D., Worcester Polytechnic Institute.
- John J. Boitano, *Professor of Psychology*; B.A., Manhattan College; M.A., Ph.D., Fordham University.
- Robert E. Bolger, *Associate Professor of Mathematics*; B.S., Fairfield University; M.A., New York University.
- Salvatore F. Bongiorno, *Associate Professor of Biology*; B.S., Fordham University; M.S., Ph.D., Rutgers University.
- Dorothea D. Braginsky, *Professor of Psychology*; A.B., Queens College; M.A., Ph.D., University of Connecticut.
- Phyllis Braun, *Assistant Professor of Biology*; B.S., Fairfield University; Ph.D., Georgetown University.
- Diane J. Brousseau, *Associate Professor of Biology*; B.S., Ph.D., University of Massachusetts.
- Daniel Buczek, *Professor of History*; A.B., Canisius College; M.A., Ph.D., Fordham University.
- Frank F. Bukvic, *Professor of Modern Languages*; Ph.D., University of Graz; Ph.D., New York University.
- Barbara J. Burian, *Assistant Professor of Quantitative Analysis*; B.A., Mt. Holyoke College; M.B.A., University of Connecticut.
- Vincent M. Burns, S.J., *Associate Professor of Religious Studies*; A.B., M.A. (Eng.), M.A. (Phil.), Boston College; S.T.L., Weston College; S.T.D., Gregorian University.
- James A. Buss, *Associate Professor of Economics*; A.B., M.A., Ph.D., University of Connecticut.
- David T. Cadden, *Assistant Professor of Quantitative Analysis and Finance*; B.S., M.S., Polytechnic Institute of New York; M.B.A., Baruch College.
- Augustine J. Caffrey, *Associate Professor of Religious Studies*; A.B., M.A., Boston College; S.T.D., Catholic University.
- Albert A. Cardoni, S.J., *Assistant Professor of Philosophy*; A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., Gregorian University.
- William F. Carr, S.J., *Assistant Professor of Philosophy*; A.B., Boston College; M.A., St. Louis University; S.T.L., Woodstock College.
- Vincent A. Carrafiello, *Professor of Business Law*; A.B., Fairfield University; M.A., J.D., University of Connecticut.
- Richard D. Carter, *Professor of Management*; A.B., College of William and Mary; M.B.A., Columbia University; Ph.D., University of California, Los Angeles.
- Karen T. Cascini, *Assistant Professor of Accounting*; B.S., M.B.A., University of New Haven.
- Kevin J. Cassidy, *Assistant Professor of Politics*; A.B., Catholic University; M.S., Hunter College; Ph.D., City University of New York.
- Gerald O. Cavallo, *Associate Professor of Marketing*; B.B.A., Pace College; M.B.A., Columbia University; M.B.A., Ph.D., City University of New York.
- Donald A. Coleman, *Assistant Professor of Philosophy*; B.A., University of Connecticut; M.A., Brown University; Ph.D., Columbia University.
- Theodore J. Combs, *Professor of Biology*; A.B., Fairfield University; M.S., Ph.D., St. John's University.
- Thomas E. Conine, Jr., *Associate Professor of Finance*; B.S., University of Connecticut; M.B.A., M.Phil., Ph.D., New York University.
- Anthony Costa, *Assistant Professor of Education*; B.S., M.A., Southern Connecticut State College; Certificate of Advanced Studies, Fairfield University.
- Richard D. Costello, S.J., *Assistant Professor of History*; A.B., M.A. (Phil.), M.A. (Hist.), Boston College.
- Paul I. Davis, *Assistant Professor of History*; A.B., M.A., University of Notre Dame.
- Edward J. Deak, *Professor of Economics*; A.B., M.A., Ph.D., University of Connecticut.

- Richard DeAngelis, *Associate Professor of History*; B.S.S., M.A., Fairfield University; Ph.D., St. John's University.
- Suzanne R. deBrun, *Assistant Professor of Nursing*; B.S.N., Seton Hall University; M.P.H., M.S.N., University of Hawaii.
- Joseph B. Dennin, *Associate Professor of Mathematics*; A.B., College of the Holy Cross; M.A., Ph.D., University of Wisconsin.
- William G. Devine, S.J., *Assistant Professor of Economics*; A.B., M.A., Boston College; S.T.L., Weston College.
- Edward M. Dew, *Professor of Politics*; B.A., Pomona College; M.A., The George Washington University; M.A., Yale University; Ph.D., U.C.L.A.
- Carmen F. Donnarumma, *Professor of Politics*; A.B., M.A., Fordham University.
- Pamela J. Dudac, *Assistant Professor of Nursing*; A.B., Manhattanville College; M.S., Fordham University; M.S.N., New York Medical College.
- King J. Dykeman, *Associate Professor of Philosophy*; A.B., Creighton University; M.A., Ph.D., University of Chicago.
- John W. Elder, S.J., *Professor of Chemistry*; B.S., Spring Hill College; M.S., Ph.D., Loyola University.
- Philip I. Eliasoph, *Associate Professor of Fine Arts*; A.B., Adelphi University; M.A., Ph.D., State University of New York at Binghamton.
- Robert G. Emerich, *Professor of Fine Arts*; A.B., Georgetown University; M.F.A., Fordham University.
- James F. Farnham, *Associate Professor of English*; B.S.S., Fairfield University; M.A., John Carroll University; Ph.D., Western Reserve University.
- Leo F. Fay, *Associate Professor of Sociology*; A.B., M.A., Fordham University; Ph.D., New School for Social Research.
- Robert M. Fedorchek, *Professor of Modern Languages*; A.B., Bowling Green State University; M.A., Ph.D., University of Connecticut.
- Benjamin Fine, *Associate Professor of Mathematics*; B.S., Brooklyn College; M.S., Ph.D., Courant Institute, New York University.
- Thomas F. Fitzpatrick, *Assistant Professor of Accounting*; B.S., University of Connecticut; C.P.A., Connecticut.
- Thomas J. Fitzpatrick, *Professor of Accounting*; B.S., Providence College; M.A., University of Notre Dame; C.P.A., Connecticut.
- Joan D. Fleitas, *Assistant Professor of Nursing*; B.S.N., Florida State University; M.N., Emory University.
- Gregg McClure Gallatin, *Assistant Professor of Physics*; B.S., Ph.D., Pennsylvania State University.
- Elizabeth B. Gardner, *Professor of Psychology*; A.B., Middlebury College; M.A., Ph.D., McGill University.
- Peter Michael Gish, *Associate Professor of Fine Arts*; A.B., Dartmouth College; B.F.A., M.F.A., Yale University.
- Joseph G. Grassi, *Professor of Philosophy*; A.B., St. Bernard's College; M.A., Catholic University; Ph.D., University of Buffalo.
- Donald Greenberg, *Assistant Professor of Politics*; A.B., Alfred University; Ph.D., City University of New York.
- Morris Grossman, *Professor of Philosophy*; A.B., M.A., Ph.D., Columbia University.
- Orin L. Grossman, *Professor of Fine Arts*; A.B., Harvard University; M. Phil., Ph.D., Yale University.
- Mario F. Guarcello, *Associate Professor of Modern Languages*; A.B., M.A., Boston College.
- Evangelos Hadjimichael, *Professor of Physics*; B.S., The City College of New York; Ph.D., University of California.
- Andrew McC. Heath, *Associate Professor of Music*; A.B., Harvard University; M.A., Yale University.

- Dennis G. Hodgson, *Assistant Professor of Sociology*; A.B., Fordham University; M.A., Ph.D., Cornell University.
- Hugh M. Humphrey, *Associate Professor of Religious Studies*; A.B., St. Bernard's; M.A., University of Louvain; Ph.D., Fordham University.
- Patricia M. Jenkins, *Assistant Professor of English*; A.B., University of Maryland; M.A., University of Rhode Island; Ph.D., University of Maryland.
- Julia M. Johnston, *Associate Professor of Philosophy*; A.B., M.A., Southern Methodist University; Ph.D., Bryn Mawr College.
- Irene Kalnins, *Assistant Professor of Nursing*; B.S., University of Illinois; M.S., Boston University.
- Alan Katz, *Associate Professor of Politics*; A.B., M.A., Ph.D., New York University.
- Lawrence J.H. Kazura, *Assistant Professor of History*; A.B., Queens College; M.A., Clark University.
- Robert Kelly, *Assistant Professor of Economics*; B.S., Ph.D., Georgetown University.
- Gordon M. Keswick, *Assistant Professor of Marketing*; B.S., Ph.D., University of Illinois.
- Abbas Khadjavi, *Associate Professor of Physics*; A.B., University of Wisconsin; M.A., Ph.D., Columbia University.
- John G. Kolakowski, *Assistant Professor of Modern Languages*; A.B., M.A., Yale University.
- Robert W. Kravet, *Assistant Professor of Accounting and Finance*; A.B., Southern Connecticut State College; B.S., University of New Haven; M.S., University of Massachusetts; C.P.A., Connecticut.
- Paul F. Lakeland, *Assistant Professor of Religious Studies*; B.A., M.A., Oxford University; B.D., University of London; Ph.D., Vanderbilt University.
- Rudolph J. Landry, *Associate Professor of English*; A.B., Fairfield University; M.A., Boston College.
- Philip J. Lane, *Instructor of Economics*; B.A., Providence College; M.A., Northeastern University.
- George E. Lang, *Associate Professor of Mathematics*; B.S., Loyola University; M.S., University of Dayton; Ph.D., Purdue University.
- Martin A. Lang, *Professor of Religious Studies*; A.B., Marist College; M.A., Ph.D., Catholic University of America.
- Flora V. Lavery, *Assistant Professor of Nursing*; B.S., University of Rhode Island; M.S.N., Yale University.
- Victor F. Leeber, S.J., *Professor of Modern Languages*; A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., University of Madrid.
- Doris Lippman, *Assistant Professor of Nursing*; B.S.N., Cornell University; M.Ed., Ed.D., Columbia University.
- Frederick L. Lisman, *Associate Professor of Chemistry*; B.S., Fairfield University; Ph.D., Purdue University.
- R. James Long, *Professor of Philosophy*; A.B., St. Mary's College; M.S.L., Pontifical Institute of Mediaeval Studies; Ph.D., University of Toronto.
- Donald D. Lynch, S.J., *Assistant Professor of English*; A.B., Boston College; M.A., Fordham University; S.T.L., Weston College.
- Suzanne MacAvoy, *Assistant Dean, Associate Professor of Nursing*; B.S.N.Ed., College Misericordia; M.S., Boston College; Ed.D., Columbia University.
- John C. MacDonald, *Professor of Chemistry*; B.S., M.S., Boston College; Ph.D., University of Virginia.
- Joseph MacDonnell, S.J., *Associate Professor of Mathematics*; A.B., M.A., Boston College; M.S., Fordham University; Ed.D., Teachers College, Columbia University.
- R. Keith Martin, *Dean of School of Business, Professor of Accounting*; A.B., Whitman College; M.B.A., City College of New York; Ph.D., University of Washington; P.E., California; CDP.
- John F. McCarthy, *Associate Professor of Psychology*; B.S., Boston College; M.A., Ph.D., Catholic University.

- Matthew J. McCarthy, *Professor of History*; A.B., College of the Holy Cross; M.A., Ph.D., Boston University.
- Michael F. McDonnell, *Associate Professor of English*; B.S.S., Fairfield University; M.A., Villanova University; Ph.D., Trinity College (Dublin).
- James H. McElaney, S.J., *Professor of Physics*; A.B., M.A., M.S., Boston College; Ph.D., Johns Hopkins University.
- Thomas A. McGrath, S.J., *Professor of Psychology*; A.B., Boston College; M.A., Catholic University; S.T.L., Weston College; Ph.D., Fordham University.
- Thomas J. McInerney, *Associate Professor of English*; A.B., Dartmouth College; M.A., Boston College; Ph.D., University of Washington.
- Diane Menagh, *Assistant Professor of English*; A.B., Manhattanville College; M.A., Indiana University; Ph.D., City University of New York.
- Cathleen V. Minardi, *Assistant Professor of Fine Arts*; B.S.Ed., Northern Illinois University; M.A., Northern Illinois University; Ph.D., University of Michigan.
- Laurence A. Miners, *Assistant Professor of Economics*; B.A., SUNY at Binghamton; Ph.D., University of North Carolina.
- Krishna Mohan, *Associate Professor of Marketing*; A.B., University of Delhi; M.A., University of Madras; Ph.D., University of Wisconsin.
- Joan M. Mohr, *Assistant Professor of Nursing*; B.S., Columbia University; M.A., New York University.
- Christopher F. Mooney, S.J., *Academic Vice President, Professor of Religious Studies*; A.B., M.A., Loyola University of Chicago; S.T.D., Catholic University of Paris; M.S.L., Yale University; J.D., University of Pennsylvania.
- James F. Mullan, *Assistant Professor of English*; B.S., Manhattan College; M.A., Hunter College; Ph.D., Fordham University.
- James McL. Murphy, S.J., *Assistant Professor of History*; A.B., M.A. (Phil.), Boston College; S.T.L., Weston College; M.A. (Hist.), Ph.D., Fordham University.
- Vincent M. Murphy, *Associate Dean, Associate Professor of Psychology*; B.S., Columbia University; M.A., Ph.D., Fordham University.
- Joseph T. Myers, *Associate Professor of Philosophy*; A.B., Louisiana State University; M.A., University of Arkansas; Ph.D., Vanderbilt University.
- Lisa H. Newton, *Professor of Philosophy*; B.S., Ph.D., Columbia University.
- Victor J. Newton, *Associate Professor of Physics*; A.B., M.A., Spring Hill College; Ph.D., Massachusetts Institute of Technology.
- Stephen J. O'Brien, *Associate Professor of Business Law*; A.B., Wesleyan University; J.D., Yale University.
- Alice M. Obrig, *Assistant Professor of Nursing*; B.S.N., Cornell University; M.S., Boston University; M.P.H., Johns Hopkins University.
- Thomas G. O'Callaghan, S.J., *Associate Professor of Religious Studies*; A.B., M.A., Boston College; S.T.L., Weston College; S.T.D., Gregorian University.
- Edmond J. O'Connell, Jr., *Professor of Chemistry*; B.S., Providence College; Ph.D., Yale University.
- Leo F. O'Connor, *Associate Professor of English*; B.S., St. Peter's College; M.A., Ph.D., New York University.
- Edward J. O'Neill, *Assistant Professor of Mathematics*; A.B., Catholic University; M.A., Ph.D., Yale University.
- John M. Orman, *Associate Professor of Politics*; B.S., Indiana State University; M.A., Ball State University; Ph.D., Indiana University.
- Marie J. Panico, *Professor of Modern Languages*; A.B., Queen's College; M.A., Ph.D., University of Maryland.
- Walter Petry, Jr., *Assistant Professor of History*; A.B., Manhattan College; M.A., Columbia University.

- Raymond P. Poincelot, *Associate Professor of Biology*; A.B., Southern Connecticut State College; Ph.D., Case Western Reserve University.
- Carole A. Pomarico, *Assistant Professor of Nursing*; B.S.N., Carlow College; M.S.N., University of Pittsburgh.
- Karen A. Ponton, *Assistant Professor of Nursing*; B.S., Fairfield University; M.A., New York University.
- Phyllis E. Porter, *Dean, Associate Professor, School of Nursing*; B.S., M.S., Boston University; Ed.D., Columbia University.
- Aldo Pulito, *Assistant Professor of Chemistry*; B.S., Trinity College; B.S., Virginia Polytechnic Institute; Ph.D., University of Connecticut.
- John Rallo, *Assistant Professor of Modern Languages*; B.A., Brooklyn College; M.A., Ph.D., Columbia University.
- Albert F. Reddy, S.J., *Associate Professor of English*; A.B., M.A., Boston College; M.A., Middlebury College; S.T.L., Weston College; Ph.D., University of Massachusetts.
- Mariann S. Regan, *Professor of English*; A.B., Duke University; M.A., Ph.D., Yale University.
- Richard J. Regan, *Assistant Professor of English*; A.B., College of the Holy Cross; M.A., Ph.D., University of Connecticut.
- Frank J. Rice, *Professor of Biology*; B.S., Colorado State University; M.S., University of Wyoming; Ph.D., University of Missouri.
- Arthur R. Riel, Jr., *Professor of English*; A.B., College of the Holy Cross; M.A., Boston University.
- Nicholas M. Rinaldi, *Professor of English*; A.B., Shrub Oak; M.A., Ph.D., Fordham University.
- Vincent J. Rosivach, *Professor of Greek and Roman Studies*; A.B., M.A., Ph.D., Fordham University.
- Donald J. Ross, *Professor of Biology and Elizabeth DeCamp McInerney Professor in the Health Sciences*; B.S., Fordham University; M.S., Boston College; Ph.D., Fordham University.
- Walter G. Ryba, Jr., *Associate Professor of Management and Business Law*; A.B., Dartmouth College; M.A., Trinity College; J.D., University of Connecticut.
- W. Ronald Salafia, *Professor of Psychology*; B.S., Loyola College; M.A., Ph.D., Fordham University.
- Joseph E. Sarneski, *Associate Professor of Chemistry*; B.S., King's College; Ph.D., Case Western Reserve University.
- Jane L. Sax, *Assistant Professor of Fine Arts*; A.B., Sarah Lawrence College; M.F.A., University of the Americas.
- Kurt C. Schlichting, *Assistant Professor of Sociology*; A.B., Fairfield University; M.A., Ph.D., New York University.
- Bernard M. Scully, S.J., *Assistant Professor of Mathematics*; B.S., M.A., Boston College; M.S., Fordham University; S.T.L., Weston College.
- Dorothy B. Shaffer, *Professor of Mathematics*; A.B., Bryn Mawr College; M.A., Ph.D., Radcliffe College.
- Barbara Sideleau, *Associate Professor of Nursing*; B.S., University of Bridgeport; M.S.N., Yale University.
- Ruth Silverman, *Associate Professor of Mathematics and Computer Science*; B.S., Syracuse University; M.S., Cornell University; Ph.D., University of Washington.
- Hadassah Slominsky, *Assistant Professor of Accounting*; B.S., Brooklyn College; M.B.A., New York University; C.P.A., New York.
- Walter J. Smith, S.J., *Associate Professor of Psychology*; A.B., M.A., M. Div., Boston College; M.A., Université Laval; Ed.M., Ph.D., Boston University.
- D. Raymond Stabile, *Assistant Professor of Modern Languages*; B.A., M.A., University of Connecticut.
- John E. Thiel, *Associate Professor of Religious Studies*; B.A., Fairfield University; M.A., Ph.D., McMaster University.
- Rosemary C. Thomas, *Instructor of Economics*; B.A., M.A., Fordham University.
- Lik Kuen Tong, *Professor of Philosophy*; B.S., New York University; Ph.D., New School for Social Research.
- Robert J. Torello, *Assistant Professor of Quantitative Analysis and Finance*; B.A., University of Connecticut; M.S., Southern Connecticut State College; M.B.A., University of New Haven.

Peggy L. Tucker, *Assistant Professor of Modern Languages*; B.A., Miami University; M.A., Ph.D., University of Wisconsin.

Richard F. Tyler, *Assistant Professor of Marketing and Business Communications*; B.S., College of the Holy Cross; M. Ed., Boston College; M.B.A., New York University.

Joan G. Walters, *Professor of Economics*; A.B., M.A., Ph.D., Radcliffe College.

Stephen L. Weber, *Dean of College of Arts and Sciences, Associate Professor of Philosophy*; A.B., Bowling Green State University; Ph.D., University of Notre Dame.

Robert M. Webster, *Assistant Professor of Modern Languages*; A.B., M.A., Middlebury College; Ph.D., Yale University.

Gary H. Weddle, *Assistant Professor of Chemistry*; A.B., Thiel College; Ph.D., University of Delaware.

Celia Wells, *Associate Professor of English*; A.B., Meredith College; M.A., Florida State University; Ph.D., Columbia University.

Maurice K. Wong, S.J., *Professor of Mathematics*; B.S., University of Hong Kong; Ph.D., University of Birmingham.

Mark Worden, *Assistant Professor of Psychology*; A.B., Bellarmine College; M.S., Ph.D., St. Louis University.

Michael Zabinski, *Professor of Physics and Engineering*; B.S., M.S., University of Connecticut; M.S., University of New Haven; M.S., M. Phil., Ph.D., Yale University.

Lecturers

College of Arts and Sciences

Charles Abraham, M.A., *Education*
 Barbara Borck-Hart, B.S., *Fine Arts*
 Michael Bozzone, M.A., *English*
 Carole Ann Coyne-Maxwell, M.A., *Fine Arts*
 Phyllis Fitzpatrick, M.S., *English*
 Deirdre Hope-Ross, M.D., *Biology*
 Theodore James, Ph.D., *Philosophy*
 Marie Kolakowski, M.A., *Mod. Languages*

Janet Krauss, M.A., *English*
 Ida Lindsey, M.A., *Sociology*
 Brian F. Linnane, S.J., M.A., *Politics*
 Marion Madison, Ph.D., *English*
 Katherine McElaney, M. Div., *Religious Studies*
 Mary Meli, M.A., *English*
 Elizabeth Mutrux, M.A., *Fine Arts*
 Robert Mutrux, M.A., *Fine Arts*
 Victoria Petro, Ph.D., *Education*
 Thomas Regan, S.J., M.A., *Philosophy*
 Laura Ress, M.A., *English*
 Jacqueline Rinaldi, M.A., *English*
 Rose Rodrigues, M.A., *Sociology*
 Inez Ryan, M.F.A., *Fine Arts*
 John Scippa, M.A., *Fine Arts*
 Gertrude Sill, M.A., *Fine Arts*
 Ann Spector, M.A., *English*
 Sondra Steinman, M.A., *Fine Arts*
 Michael Sweeney, M.A., *English*
 Marsha Temlock, M.A., *English*
 Thomas Zingarelli, B.A., *Fine Arts*

School of Business

Corinne E. Eisenstein, M.S., *Accounting*
 Frederick W. Kelly, S.J., S.T.L., *Computer Applications*
 Winston Tellis, M.A., *Computer Applications*.

School of Nursing

Rosa Mo, *Dietetics*
 Catherine Petersen, *Psychiatric Nursing*

Special Faculty Advisers

Adviser to Pre-Medical Students
 Dr. Donald J. Ross
 Advisers to Pre-Legal Students
 Dr. Alan Katz
 Dr. Vincent A. Carrafiello
 Advisers for Study Abroad
 Mr. John G. Kolakowski
 Dr. Robert M. Webster
 Adviser for Graduate Studies
 Dr. Vincent J. Rosivach
 Adviser for Graduate Studies in Business
 Dr. Marvin Berkowitz



Index

Index

Absences.....	23
Academic Advancement.....	21
Academic Failure.....	22
Academic Probation.....	22
Academic Year.....	21
Accounting.....	116, 118
Accreditation.....	2
Administration.....	154
Admissions.....	144
Advanced Placement.....	145
Advanced Standing.....	146
American Studies.....	33
Art.....	56
Art History.....	56
Arts & Sciences, College of.....	30
Athletics.....	15, 139
Biology.....	35
Board of Trustees.....	154
Business Communications.....	123
Business Law.....	123
Business, School of.....	114
Calendar.....	167
Campus Ministry.....	16, 139
Chaplains.....	155
Chemistry.....	40
Classics.....	65
CLEP Examination.....	145
Committees of the College.....	156
Continuing Education.....	11
Communications.....	56, 60
Computer Applications.....	124
Computer Science.....	82
Core Curriculum.....	7, 26
Counseling Services.....	137
Dance.....	60
Dean's List.....	22
Degree Requirements.....	22
Early Admission.....	145
Economics.....	43
Education.....	45
Engineering.....	47
English.....	48
Faculty.....	6, 20, 156
Film.....	62
Finance.....	117, 120
Financial Aid.....	148
Fine Arts.....	56
French.....	83

General Education Electives	26
German	85
Grades	21
Graduate Study	11, 12
Greek and Roman Studies	65
History	66
Honors Program	31
Infirmary	138
Inter-Institutional Courses	30
Italian	86
Latin American and Caribbean Studies	78
Library	140
Management	117, 120
Marketing	118, 122
Mathematics	79
Minority Students	16
Minors	27
Modern Languages	83
Music	56, 63
Nursing, School of	11, 128
Objectives of the University	4
Parking	141
Philosophy	89
Physics	94
Politics	97
Pre-Professional Programs	30
Psychology	101
Quantitative Analysis	124
Recreational Complex	141
Refund Policy	147
Religious Life	16
Religious Studies	105
Residence Halls	140
Rules & Regulations	136
Scholarships	149, 150
Sociology	109
Spanish	86
Student Activities	14, 138
Student Government	136
Student Records	24
Student Services	16, 136
Studio Art	59
Summer Sessions	12
Theatre	56, 60
Transfer Students	146
Transcripts	24
Tuition/Fees	146
Withdrawal	23



1982-1983 Academic Calendar

College of Arts and Sciences/School of Business/School of Nursing

1982

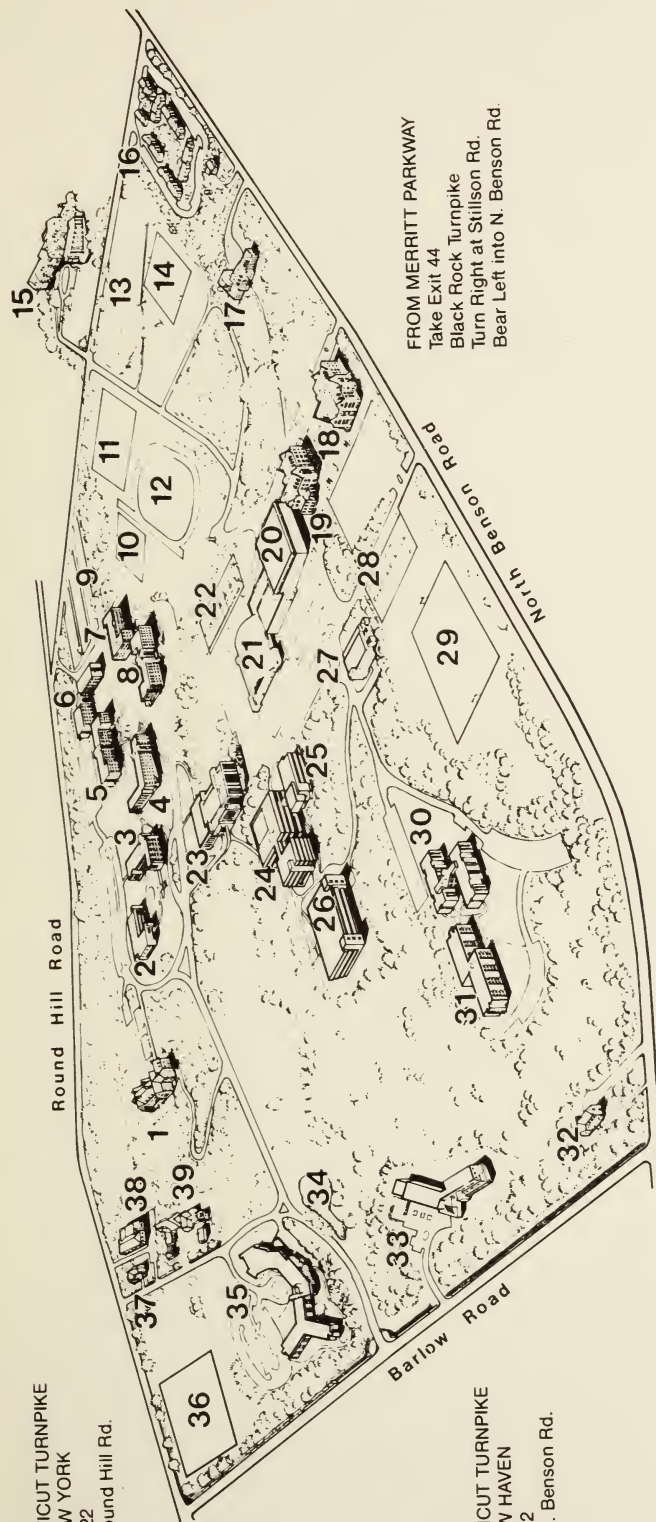
Sunday-Tuesday	September 5-7	Freshman Orientation
Tuesday	September 7	All other students arrive
Wednesday	September 8	Classes for all
Monday	October 11	Holiday-Columbus Day
Tuesday	November 23	Thanksgiving recess begins at end of last period
Monday	November 29	Classes resume
Tuesday	December 14	Reading Day
Wednesday-Tuesday	December 15-21	Final Exams (including Saturday)

1983

Monday	January 17	Second semester begins
Monday	February 21	Holiday-Washington's birthday
Friday	March 4	Holiday-Black Leader's Day
Monday-Friday	March 14-18	Spring Recess
Friday-Monday	April 1-4	Easter Weekend
Thursday	May 5	Reading Day
Friday-Friday	May 6-13	Final Exams (including Saturday)
Sunday	May 22	Commencement



FAIRFIELD UNIVERSITY CAMPUS



CONNECTICUT TURNPIKE
FROM NEW YORK
Take Exit 22
Left on Round Hill Rd.

CONNECTICUT TURNPIKE
FROM NEW HAVEN
Take Exit 22
Right on N. Benson Rd.

FROM MERRITT PARKWAY
Take Exit 44
Black Rock Turnpike
Turn Right at Stillson Rd.
Bear Left into N. Benson Rd

FAIRFIELD UNIVERSITY CAMPUS

1. Bellarmine Hall
2. Faculty Office Building
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Northwest Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field

11. Intramural Field
12. Varsity Field
13. Baseball Field
14. Alumni Field
15. Julie Hall
16. Student Town House Complex
17. McAuliffe Hall
18. Xavier Hall
19. Berchmans Hall
20. Recreational Complex

21. Alumni Hall - Gymnasium
22. Tennis Courts
23. Campus Center
24. Bannow Science Center
25. School of Nursing
26. Nyselius Library
27. Central Utility Facility
28. Tennis Courts
29. Grauert Field
30. Southeast Hall

31. Fareast Hall
32. Jesuit Residence-St. Robert
33. Jesuit Residence-St. Ignatius
34. Bellarmine Pond
35. Center For Financial Studies
36. Barlow Field
37. Southwell Hall
38. Playhouse
39. Maintenance

**FAIRFIELD
UNIVERSITY**

Fairfield, Connecticut 06430

(203) 255-5411